



**Assessing Functionality,  
Hygiene and Sanitation conditions  
of  
Separate Girls' Toilet  
in  
Government Schools of  
Himachal Pradesh**

**Planning Department, H.P.  
Yojana Bhawan, H.P. Secretariat, Shimla-2**

## Preface

*This evaluation study has been attempted based upon primary and secondary information collected from different sources and respondents. It has coverage of gross enrolment ratio, drop out ratio, gender parity index, trends in girls' toilet, sanitation and handwash facilities in government schools of India and Himachal Pradesh as well. The basic information of schools on their categories, strength of students, rainwater harvesting systems, availability of toilets and their functionality has been analysed to reach a conclusion as to which level government schools in Himachal Pradesh has reached in realization of these facilities. Similarly, facilities of functional toilets in government co-education and girls' schools with other aspects like facilities for students with physical disabilities, running tap water in toilets, toilets with roof, proper light and ventilation, working flushes, proper doors with functional latch/ bolt, free sanitary napkins to eligible girls and their disposal besides area around toilets free from trash, dirt, wastewater, grass/ bushes etc. have also been taken into consideration for analysis. The most important aspect that is awareness among girl students about sanitation and hygiene practices disseminated in schools besides operation and maintenance of toilets in schools have also been highlighted. It was found that girl students were aware of sanitation and hygiene practices necessary for their health. Apart from this, interaction with girl students and teachers was also held to know the preference of schools towards sanitation and hygiene practices in schools and ways for further improvement in these facilities. In the last section, this report makes certain recommendations for improving the functionalities of toilets in schools, especially in girls' toilets. The inhouse capacity of the Planning Department has conducted this evaluation study in addition to their own assignments. The research team appreciates the support and cooperation of the respondents during collection of data.*

## **Research Team**

### **Overall Supervision, Analysis and Editing**

Dr. Basu Sood,  
Adviser (Planning)

### **Analysis of Data and Report Writing**

1. Shri Ravinder Kumar,  
Joint Director (Planning)
2. Shri Desh Raj,  
Research Officer (Planning)
3. Ms. Nivedita,  
Research Officer (Planning)

### **Compilation of Data**

1. Ms. Banita Thakur,  
Assistant Research Officer,
2. Shri Vinay Bhardwaj,  
Statistical Assistant

### **Field Work**

1. Mr. Nishant Kanwar,  
Enumerator
2. Ms. Anjali Rayta,  
Enumerator
3. Mr. Ravinder Pandit,  
Enumerator

## **Contents**

<b>Introduction</b>	1-3
<b>Literature Review</b>	4-10
<b>Scenario in India</b>	11-14
<b>Girl Students in Himachal Pradesh</b>	15-20
<b>Research Methodology</b>	21-24
<b>Basic Information of Schools</b>	25-28
<b>Functionality of School Toilets</b>	29-43
<b>Awareness, Operation and Management</b>	44-48
<b>Direct Responses from Girl Students and Teachers</b>	49-53
<b>Summing Up</b>	54-55

## **Annexures**

<b>Questionnaire</b>	1-5
<b>Bibliography</b>	6-8

# Chapter-1

## Introduction

Sanitation facilities are recognized as one of the basic needs of human beings. Access to sanitation facilities and hygiene are required to live a life with dignity. Importance of sanitation facilities is recognized at international level as 6<sup>th</sup> Sustainable Development Goal emphasizes the need for clean water and sanitation but still it is a challenge to provide sanitation facilities to all people of the world especially, to women and girls. Lack of sanitation facilities and poor sanitation facilities have a negative impact on the health of people. According to the World Health Organization, poor sanitation can make people ill. Diseases like cholera, dysentery, typhoid, and intestinal infections etc. are the outcome of poor sanitation facilities. Moreover, girls are vulnerable to sanitation-borne diseases. According to WHO, in 2020, 26% of the global population had no access to 'safely managed sanitation'<sup>1</sup>.

Sanitation and hygiene facilities are linked to the health of children. Only a healthy child can focus on studies and games in school. Children can learn and play with full potential only when they are healthy. Handwashing reduces the chances of getting germs and bacteria etc. occurrence of diseases like diarrhoea, respiratory problem and various infections are consequent to poor hygiene facilities. Bad hygiene facilities or absences of hygiene facilities create the vicious circle of poverty. It starts from illness followed by absenteeism of children, poor performance in studies, lack of mental and physical development of children, low economic contribution as adult and increase in poverty. Better drinking water, sanitation and handwash facilities reduce the chances of illness among school children. It is initial step of providing healthy and comfortable learning environment. Spending on sanitation and hygiene facilities in schools is an investment which will boost learning and create conducive environment<sup>2</sup>.

After stepping out from homes, children spend their most of productive day time in schools. School not only provides education but also provides safe and comfortable learning environment to the children. School provides periphery for all round development of students. School infrastructure matters a lot; lack of sanitation facilities can badly impact the health and learning of students. According to WHO/UNICEF Joint Monitoring Programme for Water Supply, 16% schools in the world have limited sanitation facilities which are not gender -sensitive or not usable and 13% of world schools have no sanitation facilities. 40%, 24% and 14% schools in Oceania, Sub-Africa and Central and Southern

---

<sup>1</sup> <https://www.who.int/newsroom/factsheets/detail/sanitation#:~:text=Poor%20sanitation%20is%20linked%20to,intestinal%20worm%20infections%20and%20polio.>

<sup>2</sup> MHRD (GoI) (2014), Swachh Bharat Swachh Vidyalaya: A National Mission, Clean India: Clean Schools- A Handbook

Asia, respectively, have no sanitation facilities<sup>3</sup>. Absence of water, sanitation and hygiene facilities in school discourages the children to attend the school especially girls as absenteeism among girls can be seen during menstruation. Lack of access to hygiene and sanitation facilities in schools leave the girls at risk, discourages them to attend the school, negatively impacts their health, physical and mental wellbeing, decreases concentration in studies, thus, creates an unfriendly environment<sup>4</sup>.

Children attending schools are in their basic learning stage of life. Children learn healthy and clean habits from school which remain with them throughout their life. They can act like agents of hygiene by adopting hygiene facilities and promoting hygiene habits among their family members and society. Schools teach and reinforce healthy and hygiene practices among children<sup>5</sup>.

Availability of sanitation facilities increases the enrolment ratio of students especially among girls, decreases the drop out ratio and also reduces the problem of absenteeism. However, girls are vulnerable to drop their schools due to many other reasons. One of the prominent reasons behind girls' dropout and absenteeism is absence of safe, clean and hygiene sanitation along with proper washing facility. Lack of privacy, non-availability of water, unsafe sanitation facility and absence of gender -separated toilets are reasons behind girl's dropout and absenteeism<sup>6</sup>.

Every child, whether a boy or girl, has a right to attend the school and live with dignity. Dignity and privacy of children especially of girls can be assured through availability of safe and clean toilets. Uneducated girls depend on their family members even for their basic needs. Education can change the life of girls enabling them to earn, contribute economically and become an asset to the nation<sup>7</sup>.

The absence of gender-sensitive sanitation facility hamper the spirit of parity and equality. These facilities in school promote the equality among children. Convention of Rights of Child emphasizes the discrimination free environment to children so that children grow and learn in friendly environment. Children who are deprived of basic drinking water, sanitation and hygiene facilities are less favoured<sup>8</sup>. A safe and hygienic sanitation facility in schools

---

<sup>3</sup> The WHO/UNICEF Joint Monitoring Program (JMP) for Water Supply, Sanitation and Hygiene report – Progress on household drinking water, sanitation and hygiene 2000 - 2020.

<sup>4</sup> We Can't Wait: A Report on Sanitation and Hygiene for Women and Girls. The WaterAid, Water Supply and Sanitation Collaborative Council (WSSCC) and Unilever (2013).

<sup>5</sup> HRD (GoI) (2014), Swachh Bharat Swachh Vidyalaya: A National Mission, Clean India: Clean Schools- A Handbook

<sup>6</sup> Ibid.

<sup>7</sup> UNICEF (2014), Wash in Schools in India Commitments and Actions: An Adaptation of Raising Clean Hands.

<sup>8</sup> Ibid

is need of the hour. For safety and dignity of girls, considering the importance of menstrual hygiene and basic amenities in the schools, need for separate- girls toilet is a buzzword<sup>9</sup>.

The Right to Education Act, 2009 prescribes the norms for school buildings and envisages the requirement of separate toilets for girls and boys in the schools and regular maintenance of toilets. A need for separate girls' toilets was also emphasized in the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Making schools as fulcrum of overall development of individuals is critical for unlocking the potential of students. In order to meet the developmental challenges, achieve the goal of gender equality and provide conducive environment to the girl students, separate functional toilets are required in schools<sup>10</sup>.

---

<sup>9</sup> We Can't Wait: A Report on Sanitation and Hygiene for Women and Girls. The WaterAid, Water Supply and Sanitation Collaborative Council (WSSCC) and Unilever (2013).

<sup>10</sup> Report of the CAG on Construction of toilets in Schools by CPSEs (2019)

## **Chapter-2**

### **Review of literature**

Education is considered as one of the important factors for empowerment of female population of any nation (Jadon & Shrivastava, 2018)<sup>11</sup>. Education to girls is the most important vehicle for economic growth of the nation while India has seen an unfortunate history of girls' education. Girl education was full of challenges (Singh, 2008)<sup>12</sup>. Psacharopoulos and Patrinos (2002)<sup>13</sup> and Fleischhauer (2007)<sup>14</sup> found that investment in education behaved almost like an investment in physical assets. There were challenges from demand side as well as from supply side of the education. From demand side, awareness, willingness and utilization of services are challenges while on supply side, access to school, low teacher-pupil ratio, quality education and scarce monetary resources are the problems (CRY, 2019)<sup>15</sup>.

According to UNICEF<sup>16</sup>, globally, 22% of adolescent girls in the age group of 15-19 years were not in education, employment or training as compared to 12% of boys of the same age (2022). Difference in enrolment was depicted in Economic Survey of India (2022-23) as Gross Enrolment ratio in Secondary school was 73.5% for girls and 74.2% for boys in 2013-14. In 2021-22, it was 79.4% for girls and 79.7 % for boys. Dropout rate was 4.7 for girls and boys in 2013-14 in Primary schools while it was 1.4 for girls against total dropout rate of 1.5 in 2021-22. In upper primary school it was 3.3 for girls and 2.7 for boys in 2021-22. Tannock (2007)<sup>17</sup>, Sarkar (2022)<sup>18</sup>, Balatchandirane (2007)<sup>19</sup> and Psacharopoulos and Patrinos (2018)<sup>20</sup> found that in many countries, there was disparity in male and female enrolment.

Some authors have highlighted the problem of dropout of girls from schools and illustrated the importance of infrastructure facilities in schools. Access to better infrastructure including toilet facilities specially, for girls during menstrual hygiene and hand washing facilities can reduce dropout rate in schools. Girls are vulnerable to leaving the school when private, safe, accessible

---

<sup>11</sup> Jadon,A. and Shrivastava, S. (2018), Women Education in India: An Analysis, Research on Humanities and Social Sciences, Vol.8, No.13, pp-53.

<sup>12</sup> Singh, N. (2008), Higher Education for women in India- choices and challenges, Forum on Public policy.

<sup>13</sup> Psacharopoulos, G. and Patrinos, H. A., (2002). Returns to Investment in Education: A Further Update, Policy Research Working Paper No. 2881, World Bank.

<sup>14</sup> Fleischhauer, J. (2007), A Review of Human Capital Theory: Microeconomics, Discussion Paper no. 2007-01, University of St. Gallen.

<sup>15</sup> CRY (2019), Educating The Girl Child Role of incentivisation and other enablers and disablers.

<sup>16</sup> UNICEF Annual Report, 2021.

<sup>17</sup> S.Tannock (2008), Problem of Education-Based Discrimination, British Journal of Sociology of Education, Vol (29) (5),pp.439-449.

<sup>18</sup> Sarkar, S. (2022), A Review on Gender Discrimination in Indian Education System, International Journal of Recent Research in Social Sciences and Humanities, Vol. 9 (1), pp.1-4.

<sup>19</sup> Balatchandirane, G. (2007), Gender Discrimination in Education and Economics Development: A study of Asia, Institute of Development Economics, Japan External Trade Organisation.

<sup>20</sup> Psacharopoulos, G.; Patrinos, H. A. (2018), Returns to Investment in Education: A Further Update, Washington, Policy Research Working Paper No. 8402, World Bank.

and hygienic sanitation facilities are not available. Yadav and Birla (2022)<sup>21</sup> mentioned the ‘Vision 2030’ by emphasising need for education for all, discrimination free education system and also pointed out the need for good infrastructure facilities in schools. Lack of water, handwash facility and functional toilets increase the inequality among students as drop out of girls was also linked to sanitation facility. Separate toilet facilities for girls have helped to arrest female dropout to a considerable extent.

Indo-German Institute of Advanced Technology (2020)<sup>22</sup> conducted a study on toilets in Government schools in Andhra Pradesh which were constructed under Swachh Bharat Swachh Vidyalaya Abhiyan. A significant change in attendance of boys and girls was seen after the construction of toilets. There was more improvement in the attendance of girls than boys. Vashisht, A.et.al (2019)<sup>23</sup> found that girls missed their school during menstruation.

Improving infrastructure facilities, especially making the physical setup of ‘school girls’ friendly’ is important to reduce the gender gap in education because girls are more likely to be out of schools than boys (UN, 2013)<sup>24</sup>. Nowadays, awareness about and mention of gender-sensitive sanitation facilities have become desideratum. School infrastructure matters a lot as if girls don’t have access to separate toilets, then absenteeism during menstruation is very common. (CRY,2019)<sup>25</sup>. For drop out and absenteeism, family related factors as well as school related factors are responsible. Many children drop out of school due to poor health of their family as they have to help their families in earning. Poor earning of parents provokes children to forced work (Basu and Van, 1998 cited in Reddy and Sinha, 2010)<sup>26</sup>. Drèze and Kindgdon (1999)<sup>27</sup> mentioned that the economic background of parents, thinking of parents, family’s economic condition, income from child labour and quality of schools were the reasons behind school dropout among rural children in India. This study showed that the educated parents were more likely to send their children to schools and education of girls was more responsive to the education of mothers than father. Poor infrastructure and unfriendly learning environment etc. were causes of school dropout (Mukherjee, 2011)<sup>28</sup>. Sharma and Kannadi (2022)<sup>29</sup> highlighted

---

<sup>21</sup> Yadav, P. and Birla, P.S. (2022), Inclusive Education: Promoting Inclusion and Equity of Underrepresented Groups, University News, Association of Indian University, Vol. 60(10).

<sup>22</sup> Indo-German Institute of Advance Technology (2020), Impact Assessment Study on Toilets constructed in Govt. Schools of Andhra Pradesh under Swachh Bharat Swachh Vidyalay Abhiyan of Power Corporation Ltd.

<sup>23</sup> Vashisht, A.et.al (2019), School Absenteeism during Menstruation among Adolescent Girls in Delhi, journal of Family and Community medicine, Vol.25(3) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6130156/>

<sup>24</sup> UN (2013), Inequality matters: Report of the World Social Situation

<sup>25</sup> CRY (2019), Educating the Girl Child Role of incentivisation and other enablers and disablers.

<sup>26</sup> Reddy, S. and Sinha, S. (2010), School Dropouts or Pushouts? Overcoming Barriers for the Right to Education, Consortium for Research on Educational Access, Transitions and Equity, National University of Educational Planning and Administration NUEPA, Resercah Monograph No.40

<sup>27</sup> Drèze and Kindgdon (1999), School Participation in Rural India, London School of Economics

<sup>28</sup> Mukherjee, D. (2011) Reducing Out of School Children in India: Lessons from a Micro Study, Journal of Educational Planning and Administration, Vol. 25, No. 2

<sup>29</sup> Sharma, K. and Kannadi, E. (2022), Inclusive Education: Policy Provisions and Challenges, University News, Association of Indian University, Vol. 60(10), pp.60-68.

the non-availability of infrastructure facilities in majority of the Government schools including washrooms. Devendra (2008)<sup>30</sup> found a need to have toilet facilities in schools.

The available literature also shows that the children have to compromise their privacy due to poor infrastructure in the school. Safety of every child is need of the hour especially, safety of girls so that girls may not feel insecure, unsafe and reluctant to attend the schools. WEF (2018)<sup>31</sup> and UNILIVER (2021)<sup>32</sup> emphasized that children were not getting good infrastructure facilities and lack of sanitation facilities in schools have negative impact on safety of children in schools. It was mentioned that lack of sanitation facilities not only impact studies but also impact the physical and mental health of children. In 2010, the UN General Assembly explicitly recognised the human right to water and sanitation.

Some of the studies focus on role of education in health and hygiene practices among the school girls. Education also helps to improve the nutrition status, hygiene and sanitation practices among girls. It helps to reduce or eliminate crime against women and girls, as girls become aware of their rights and develop enough courage to fight against social taboos UNESCO (2014)<sup>33</sup>. India has witnessed poor nutrition status among adolescent girls. Undernutrition status of girls is linked to poor dietary habits, lack of awareness about food nutritive value, unhealthy eating practices, poor hygiene, lack of access to clean drinking water and sanitation facilities. Unclean sanitation and poor handwash facilities cause to spread many diseases which negatively impact physical and mental development of school children. Young girls are required to be made aware of nutritive value of food, personal hygiene and clean sanitation facilities to reduce the incidence of malnutrition among young generation of any country.

Annual Status of Education Report (2018)<sup>34</sup> opened up many significant lines of inquiry, beyond the availability of infrastructure. Study emphasized upon the condition, availability, free access and usability of school toilets. It was mentioned that during the study 15,998 schools were visited in India. Out of total visited schools, facility of sanitation and basic hygiene were not available in all the schools. Need for water, sanitation and hygiene (WASH) facilities are recognised at national and international level. Despite the spread of awareness on WASH facilitates in schools, problems still exist. It was found that out of the schools taken for the study, 11.5% had no facilities for separate girls' toilet, 10.5% schools had separate girls' toilet but locked and 11.7 % were not useable. Construction of toilets is enough rather these shall be made available and accessible to the students.

Some of the studies have mentioned the availability of clean sanitation facilities in the school. It was observed that merely having a toilet facility is not sufficient. Toilets must be useable;

---

<sup>30</sup> Devendra, K. (2008), *The Primary Teacher* Vol. (33), p.96.

<sup>31</sup> WEF (2018), <https://www.weforum.org/agenda/2018/11/lack-of-school-toilets-puts-620-mln-children-in-danger-report/>

<sup>32</sup> Unilever (2021), *Dirty school toilets fail our kids*, [unilever.com/news/press-and-media/press-releases/2021/dirty-school-toilets-fail-our-kids/](https://www.unilever.com/news/press-and-media/press-releases/2021/dirty-school-toilets-fail-our-kids/)

<sup>33</sup> UNESCO (2014), *Sustainable Development Begins with education: How education can contribute to the proposed post -2015 goals*. <https://sdgs.un.org/sites/default/files/publications/2275/sdbeginswitheeducation.pdf>

<sup>34</sup> Annual Status of Education Report, 2018.

availability of water and cleanliness of toilets are also important. A sample audit was conducted by CAG on school toilets constructed by the CPSEs under Swachh Vidyalaya Abhiyan. It was found that out of total toilets, 72% were found without running water facility inside the toilets. Moreover, 75% were not maintained hygienically. Badly managed sanitation facilities can hamper the physical wellbeing of school students. Students using dirty and unclean toilets are prone to infections especially girls. Poor sanitation facilities take life of many children all over the world. Mohalik (2021)<sup>35</sup> has pointed out another dimension of sanitation and hygiene facilities in schools. Study was conducted in elementary schools in Jharkhand and highlighted the problem that sometimes students had to clean their toilets themselves. Kaul (2015)<sup>36</sup> has mentioned the cleanliness problem in the school toilets.

Most literature, including Kumar and Taunk (2010)<sup>37</sup> and Mishra (2021)<sup>38</sup> have pointed to the problem of non-maintenance of toilet facilities in the school. Bad condition of school premises is an obstacle in providing compulsory universal education to all.

It develops negative attitude towards the use of toilets among students. Domestos report on school toilets (2021)<sup>39</sup> mentioned the poor maintenance or non-maintenance of school toilets.

Mishra<sup>40</sup> incorporated the absence of separate toilets for girls and boys (2021) in his study. Separate girls' toilet is a gender sensitive issue. Location of toilets and availability of separate toilets for girls and boys encourages the use of toilets by school students. Absence of separate girls' and boys' toilets leads to bullying, apprehension, physical harassment, mental tension and negative attitude towards use of toilet facilities (Birdthistle, 2011)<sup>41</sup>. Despite the significance of separate toilets for girls and boys, all schools are not fulfilling this gender sensitive requirement (Kharlukhi, 2017)<sup>42</sup>.

Many authors have mentioned the programmes/ schemes of Government. to eliminate the problem of common toilets such as Swachh Vidyalaya. Separate toilet facilities for girls have helped to arrest the dropout of girls. GoI has stressed upon the infrastructure facilities in school across the nation. Girls' toilets are also constructed under Sarva Shiksha Abhiyan (SSA) and

---

<sup>35</sup> Mohalik, R. (2021), Reorganisation and Merger of Schools at the Elementary level in Jharkhand Views of Stakeholders, *Journal of Indian Education*, Vol 46(4), pp.133-144.

<sup>36</sup> Kaul, A. (2015), No proper cleaning of toilets, *Primary Teacher*, Vol. 40, p.42.

<sup>37</sup> Kumar, A. and Tanuk, A. (2010), A Study of Sanitation of Toilets in Elementary and Senior Secondary Schools Located in Rural Areas of Uttarakhand State in India, *International Journal of Sociology and Anthropology*, Vol. 2(8), pp. 178-184.

<sup>38</sup> Mishra (2013), What's Ailing Primary Education in Rural India: A Case Study of a Government-run Primary School in Allapur Village, Telangana, *Economic and Political weekly*, Vol 56. (8).

<sup>39</sup> Domestos: The School Toilet Report 2021.

<sup>40</sup> Mishra (2021), What's Ailing Primary Education in Rural India: A Case Study of a Government-run Primary School in Allapur Village, Telangana, *Economic and Political weekly*, Vol 56. (8).

<sup>41</sup> Birdthistle, I. et al. (2011), What Impact Does the Provision of Separate Toilets for Girls at Schools Have on their Primary and Secondary School Enrolment, Attendance and Completion? A systematic review of the evidence, London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

<sup>42</sup> Kharlukhi, B. (2017), A Study on Implementation of Inclusive Education at the Elementary Level in the North-Eastern Region Unawareness about facilities in school such as hygienic toilets, *Indian Educational Review*, Vol. 55 (2), p. 130.

the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Gram Panchayats were allowed to use funds received from 14<sup>th</sup> Finance Commission for providing water, sanitation and hygiene facilities even in schools (Mojumdar and Manchikanti, 2019)<sup>43</sup>.

Previous studies also focused on the inadequate toilets for girls. 40% schools have inadequate toilets for girls (Majra and Gur, 2010)<sup>44</sup>. For hygienic sanitation facilities, population of students and number of toilets are related to each other. Girls are forced to stand in queue or go in open due to inadequate toilets facilities in schools. Many adolescent girls in India choose to remain absent during menstruation due to inadequate toilet facilities in the school (Van Eijk et al. 2016 cited in World Bank article)<sup>45</sup>.

Poor sanitation facilities are linked to unhealthy practices especially among girls. Domestos<sup>46</sup> has conducted survey across India, Poland, South Africa and the UK and mentioned that children were avoiding drinking water, having snacks and lunch to avoid the use of toilet in schools (2021). Adukia<sup>47</sup> has mentioned that girls avoid drinking water so that they need not to go to toilets (2016). Drinking less water than requirement increases the chances of bad health; abdominal pain, uneasiness, unhealthy digestive system and dehydration etc. On the other hand, avoiding urination or using toilets also create health problems. Sarkar<sup>48</sup> has mentioned in his study that students were not found aware of personal hygiene and misconceptions were prevalent among them (2013).

There is economic loss due to poor sanitation facilities. It was linked to loss of many lives due to illness, increase in burden of diseases and making people unhealthy and weak. People have to spend their hard-earned money on medicines and medical treatment (Yojana, 2018)<sup>49</sup>. Consequences of poor hygiene and sanitation facilities on Indian GDP can be seen as this lead to loss of around 6% of the Indian GDP (World Bank cited in Yojana, 2018)<sup>50</sup>. Unhealthy humans cannot create resources for nation rather nation have to support them in many ways.

Yadav and Birla (2022)<sup>51</sup> mentioned the region-wise disparity in the availability of safe water to drink and access to toilets in the schools. Poor areas of nation were found lacking in infrastructure facilities. It was added that lack of safe water to drink and poor sanitation

---

<sup>43</sup> Mojumdar, S. and Manchikanti, S. (2019), Gram Panchayats: Beyond ODF, Yojana63(11), p.19.

<sup>44</sup> Majra, J.P. and Gur, A. (2010), School Environment and Sanitation in Rural India, J Glob Infect Dis. Vol.2(2),pp. 109–111.

<sup>45</sup> World Bank Group (2021), Menstrual Health and Hygiene Resource Package: Tools and Resources for Task Teams. p.5 [https:// documents1.worldbank.org/ curated/en/ 497961622035770181/pdf/Tools-and- Resources-for-Task- Teams.pdf](https://documents1.worldbank.org/curated/en/497961622035770181/pdf/Tools-and-Resources-for-Task-Teams.pdf)

<sup>46</sup> Domestos the School toilet Report 2021.

<sup>47</sup> Adukia, A. (2016), Sanitation and Education, University of Chicago. [https:// scholar.harvard.edu/files/adukia/files/adukia\\_sanitation\\_and\\_education.pdf](https://scholar.harvard.edu/files/adukia/files/adukia_sanitation_and_education.pdf)

<sup>48</sup> Sarkar, M. (2013), Personal hygiene among primary school children living in a slum of Kolkata, India, Prev Med Hyg., Vol. 54(3), pp.153.158.

<sup>49</sup> Yojana (2018), Vol.62, p.5.

<sup>50</sup> Ibid

<sup>51</sup> Yadav, P. and Birla, P. (2022), Inclusive Education: Promoting Inclusion and Equity of Underrepresented Groups, University News, Association of Indian university, Vol.60(10)

facilities or no sanitation facilities aggravate the problem of discrimination in education. It was found that children from poor areas were deprived of basic sanitation and hygiene facilities.

WHO/ UNICEF<sup>52</sup> has mentioned that 58% schools in the world have handwash facility with water and soap available at school. Oceania region and Sub-Saharan African regions were lacking in basic hygiene facilities comparatively. 17% world schools had limited hygiene facilities means water was available, but soap was not available. 25% world schools had no hygiene facilities. 63% and 44% schools in Sub-Africa and Oceania had no hygiene facilities (Joint Monitoring Report, 2020). It was mentioned that 462 million children in the world had no hygiene facilities at schools of which almost one-fourth were from central and southern Asia. Further, it was mentioned that India was home of 92 million such children who had no handwash facilities or no water was available for handwash in school.

School students were found unaware of various facilities available in the schools. Kharlukhi (2017)<sup>53</sup> conducted a study on elementary education in North-Eastern region and found that students were not aware of toilet facilities in their school. Importance of behavioural change is getting popularity these days. It was mentioned that need was felt to change the behaviour of school girls on handwashing, safe drinking water and use of clean toilets to promote hygiene practices among them. Term ‘hygiene promotion’ was also mentioned which means providing knowledge on hygiene practices, sanitation facilities and encourage the use of toilets etc. (Primary Teacher, 2015)<sup>54</sup>.

Hygiene depends upon the awareness of hygiene practices and availability of resources. Role of family members especially parents in teaching the basic hygiene practices among children cannot be ignored. Ganguli (2021)<sup>55</sup> mentioned that menstrual hygiene among female depended upon not only availability of clean water, sanitation and hygiene facilities but also on awareness of hygiene practices. Sivasubramanian et al. (2022)<sup>56</sup> mentioned that awareness level of children on personal hygiene activities such as food and water hygiene, body hygiene and handwashing was low but after the intervention of awareness through games, level of awareness increased and students were following hygiene practices. Raising awareness among school students regarding hygiene and sanitation is not a new thing. Iyengar (2019)<sup>57</sup> mentioned that Gandhiji felt a need to teach sanitation and hygiene in Champaran and Satyagraha Ashram schools.

---

<sup>52</sup> The WHO/UNICEF Joint Monitoring Program (JMP) for Water Supply, Sanitation and Hygiene report – Progress on household drinking water, sanitation and hygiene 2000 – 2020.

<sup>53</sup> Kharlukhi, B. (2017), A Study on Implementation of Inclusive Education at the Elementary Level in the North-Eastern Region Unawareness about facilities in school such as hygienic toilets, Indian Educational Review, Vol. 55 (2), p. 130.

<sup>54</sup> The Primary Teacher Volume (2015), Vol.40(1), p.137.

<sup>55</sup> Ganguli, B. (2021). Menstrual Hygiene Management: Linking with Education and Development. ANTYAJAA: Indian Journal of Women and Social Change, Vol.6, pp. 47–60. <https://doi.org/10.1177/24556327211068298>.

<sup>56</sup> Sivasubramanian, N. et al. (2022), Boosting Awareness on Healthy Habits among School children in north Gujarat, Bioinformation 18(9), 786-790.

<sup>57</sup> Iyengar, S. (2019) Sanitising the Country, Yojana, p.28

As per UDISE+ report (2021-22)<sup>58</sup>, there was infrastructural gaps in government and private schools. 98.2 % government schools had drinking water facility while 99% unaided private schools had drinking water facility. Of total girls and co-education schools, 69% were government schools and girl's toilet were found in 97.4% Government schools, 95.5% in government aided schools and 99.3 unaided private schools. There was regional disparity in availability of girl's toilet in government schools. Few states/UTs have government schools with 100% girl's toilet such as Andhra Pradesh, Chandigarh, Delhi, Goa, Lakshadweep, West Bengal, Puducherry while percentage of government schools having girls' toilet was found low in Meghalaya (86%), Manipur (85.6%) and Jammu and Kashmir (87%) etc. There was regional disparity in availability of handwash facility in government schools. Few states/UTs had government schools with 100% handwash facilities such as Andhra Pradesh, Haryana and Goa etc. while percentage of government schools having handwash was found low in few North-East States of India such as Arunachal Pradesh, Meghalaya and Nagaland.

The concept of hygiene and sanitation in schools has been popularized during last few decades. India, as a whole, has shown considerable improvement in providing sanitation and hygiene facilities in government schools. There are disparities in availability of safe drinking water, hygiene and toilet facilities in different regions of the nation. Still there are schools having no drinking water, sanitation and handwash facilities in the premises.

---

<sup>58</sup> Unified District Information System for Education Plus (UDISE+) Report, 2021-22

## Chapter-3 Scenario in India

Education helps in overall development of individuals. It not only helps in growth of individual but also accelerate the economic growth of the nation whereas girl's education is always full of challenges in many parts of our nation. Lack of awareness, unwillingness, burden of household work, lack of resources, low teacher-pupil ratio and poor infrastructure are some of hurdles in providing education to girl child.

- 3.1 In the first Census of independent India in 1951, total literacy rate of the population of India was more than double than that of Himachal Pradesh. It was noticeable that in this census literacy rate of females of India was around double than that of Himachal Pradesh but literacy rate of males of India was more than double than that of Himachal Pradesh. On the attainment of Statehood by Himachal Pradesh, literacy rates of whole population and of males and females of Himachal Pradesh came close to the statistics of India. Following Statehood, Himachal Pradesh has surpassed literacy rates of whole population of India and of males and females as well. The differential in male and female literacy rates in India and Himachal Pradesh kept on increasing from 1951 to 1991 but since the census of 2001 it has been narrowing. However, despite increasing literacy rates of males and females since 1951, the differential in respect of Himachal Pradesh was higher in the census of 2011 than what it was in the census of 1951. To bring parity, the differential of literacy rates of male and female needs to be minimized in India and Himachal Pradesh as well.

**Table-3.1**  
**Literacy Rate of Population for all age groups in all over India**

Year	India				Himachal Pradesh			
	Female	Male	Total	Differential	Female	Male	Total	Differential
1951	8.86	27.15	18.32	18.29	4.02	11.94	7.98	7.92
1961	15.35	40.40	28.31	25.05	11.12	30.94	21.03	19.82
1971	21.97	45.96	34.45	23.99	20.23	43.19	31.71	22.96
1981	29.76	56.38	43.57	26.62	31.46	53.19	42.33	21.73
1991	39.29	64.13	52.21	24.84	52.13	75.36	63.75	23.23
2001	53.67	75.26	64.83	21.59	67.42	85.35	76.48	17.93
2011	64.63	80.88	72.98	16.25	75.93	89.53	82.80	13.6

Source: Census of India

- 3.2 Gross Enrolment Ratio (GER) refers to the proportion between enrolment in particular class group and projected population in particular age group. There had been huge gap between GER of boys and girls till 2000-01 across all grades of schools, from primary to elementary, as GER of boys was more than that of girls, but thereafter this gap kept on decreasing. The GER appeared to have decreased for both male and females while moving from primary and elementary to upper primary. The appreciable jump in GER

of upper primary level had come to fore only in the period of 2010-11 to 2021-22, otherwise it had been keeping below fifty during previous fifty years' period. During this period too, GER of girls was found more than that of boys across all levels of schools. The introduction of many schemes and programmes by government in education sector may have been proved to be encouraging higher enrolment rate of both boys and girls.

**Table-3.2**  
**Year wise Gross Enrolment Ratio**

Year/ Category	Primary (I-V) (6-10 years)			Upper Primary (VI-VIII) (11-13 years)			Elementary (I-VIII) (6-13 years)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>1950-51</b>	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
<b>1960-61</b>	82.6	41.4	62.4	33.2	11.3	22.5	65.2	30.9	48.7
<b>1970-71</b>	95.5	60.5	78.6	46.5	20.8	33.4	75.5	44.4	61.9
<b>1980-81</b>	95.8	64.1	80.5	54.3	28.6	41.9	82.2	52.1	67.5
<b>1990-91</b>	94.8	71.9	83.8	80.1	51.9	66.7	90.3	65.9	78.6
<b>2000-01</b>	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
<b>2010-11</b>	114.9	116.3	115.5	87.5	82.9	85.2	104.5	103.3	103.9
<b>2021-22</b>	102.1	104.8	103.4	94.5	94.9	94.7	99.3	101.1	100.1

Source:

- (1) Figures from 1951-51 to 2010-11: Educational Statistics at a Glance 2016, Department of School Education & Literacy, Ministry of Human Resource Development, GoI.
- (2) Figures of 2021-22: UDISE+ Report 2021-22.

- 3.3 The dropout rate is defined as proportion of students who are no longer enrolled at any grade in school. The retention is equally important as enrolment of students in the schools. Since 2014-15 dropout rate was decreasing across all grades of schools, primary to secondary, but in 2017-18 onwards dropout rate of male students in secondary grade had been higher than that of girls. The increase in dropout rate of males in secondary grade can possibly be attributed to the fact that boys may have opted employment or admission in professional or vocational courses and girls continued their studies.

**Table-3.3**  
**Dropout Rate**

Year	Primary			Upper Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>2014-15</b>	3.14	2.70	2.93	4.14	5.43	4.77	19.82	20.23	20.02
<b>2015-16</b>	3.31	2.89	3.10	4.10	5.21	4.64	18.93	18.75	18.84
<b>2016-17</b>	2.56	2.07	2.32	2.97	4.09	3.51	21.47	21.50	21.49
<b>2017-18</b>	3.68	3.33	3.51	4.49	5.57	5.02	19.16	18.66	18.93
<b>2018-19</b>	4.59	4.30	4.45	4.26	5.14	4.68	18.68	17.05	17.90
<b>2019-20</b>	1.67	1.22	1.45	2.22	2.96	2.58	17.01	15.05	16.07
<b>2020-21</b>	0.80	0.70	0.80	1.60	2.30	1.90	14.90	14.20	14.60
<b>2021-22</b>	1.60	1.40	1.50	2.70	3.30	3.00	13.00	12.30	12.60

Source: UDISE +, Ministry of Education, GoI cited at Women and Men in India 2022, NSO, MoSPI

- 3.4 The Gender Parity Index (GPI) is the ratio between number of female and male students enrolled in education i.e., ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males and a GPI above 1.03 indicates a disparity in favour of females<sup>59</sup>. In view of this, there had been disparity in favour of males till 2000-01 across all grades of schools. In primary grade, by 2021-22 threshold level had reached and beyond this level disparity in favour of girls would start. Although, GPI showed satisfactory improvement over the years and reached parity levels around 2010-11 to maintain its values between 0.97 and 1.03 is a challenge.

**Table-3.4**  
**Year wise Gender Parity Index**

Year	Primary (I-V)	Upper Primary (VI-VIII)	Elementary (I-VIII)
1950-51	0.41	0.22	0.38
1960-61	0.50	0.34	0.47
1970-71	0.63	0.45	0.59
1980-81	0.67	0.53	0.63
1990-91	0.75	0.61	0.71
2000-01	0.82	0.75	0.80
2010-11	1.01	0.95	0.99
2019-20	1.02	1.02	1.02
2020-21	1.02	1.01	1.02
2021-22	1.03	1.00	1.02

Source:

- (1) Figures from 1951-51 to 2010-11: Educational Statistics at a Glance 2016, Department of School Education & Literacy, Ministry of Human Resource Development, GoI.  
 (2) Figures of 2019-2020 to 2021-22: Women and Men, NSO, Ministry of Statistics and programme Implementation, GoI.

- 3.5 The data on percentage of schools with girls' toilet in India showed that there had been tremendous increase in this facility in schools over the span of two decades. It showed the sensitivity of the government towards girl students as it prevents dropout among the girls. The toilets in schools for girl students help them to maintain hygiene during menstrual days and to develop a sense of security. The availability of toilets with proper facilities for girls in schools play positive role to maintain GPI and retention of girl students in schools to continue their studies.

<sup>59</sup> [https://learningportal.iiep.unesco.org/en/glossary/gender-parity-index-gpi#:~:text= definition, indicates% 20parity% 20between%20the%20genders.](https://learningportal.iiep.unesco.org/en/glossary/gender-parity-index-gpi#:~:text=definition,indicates%20parity%20between%20the%20genders.)

**Table-3.5**  
**Trend in Girls Toilet**

Year	% of Schools with Girls' Toilet	% change over the Previous Year	Year	% of Schools with Girls' Toilet	% change over the Previous Year
2002-03	22.22	-	2012-13	88.29	4.5
2003-04	28.24	27.1	2013-14	84.63	-4.1
2004-05	32.70	15.8	2014-15	87.08	2.9
2005-06	37.42	14.4	2015-16	97.58	12.05
2006-07	42.58	13.8	2016-17	97.51	-0.07
2007-08	50.55	18.7	2018-19	95.66	-1.89
2008-09	53.60	6.0	2019-20	96.88	1.27
2009-10	58.82	9.7	2020-21	97.32	0.45
2010-11	60.28	2.48	2021-22	97.5	0.18
2011-12	84.48	40.1			

Source:

- 1) Figures from 2002-03 to 2016-17: Analytical Report: UDISE, National University of Educational Planning and Administration
- 2) Figures from 2017-18 to 2021-22: Flash Statistics, UDISE+, Department of School Education and Literacy, Ministry of Education, GoI.

3.6 The percentage of government schools having girls' toilet and handwash facility for them in India and Himachal Pradesh as well as in its neighbouring States from 2019-20 to 2021-22 showed that the government in all States had been putting all efforts in making functional the toilets of girls and providing of handwash facility. As far as Himachal Pradesh is concerned, it was performing better in the provision of these facilities in schools than neighbouring States, except Punjab. The Jammu & Kashmir and Uttarakhand States were much behind in providing these facilities as percentage of availability of functional girls' toilets in government schools was in eighties. In case of hand wash facilities, percentage of schools with handwash facilities was more in Haryana besides Punjab.

**Table-3.6**  
**Percentage of Government Schools with Sanitation and Handwash Facilities**

State/ Year	2019-20 (% of Govt. Schools)		2020-21 (% of Govt. Schools)		2021-22 (% of Govt. Schools)	
	Functional Girls' Toilet	Hand Wash Facility	Functional Girls' Toilet	Hand Wash Facility	Functional Girls' Toilet	Hand Wash Facility
India	92.95	90.55	93.31	92.42	94.00	94.20
Himachal Pradesh	98.00	98.89	98.48	99.06	98.50	99.30
Haryana	97.40	99.30	96.94	99.13	96.20	99.40
Punjab	100.00	100.0	100.00	100.00	99.20	100.00
J&K	80.59	93.19	81.00	95.28	79.40	95.80
Uttarakhand	88.38	93.35	88.56	94.54	88.10	96.10
Uttar Pradesh	95.34	87.24	95.70	93.52	96.30	95.80

Source: UDISE+

## Chapter-4

### Girl Students in Himachal Pradesh

Himachal Pradesh is the land of snow-covered peaks and lush green forest. State covers the area of 55,673 sq. kms and divided into 12 districts. As per Census of 2011, total population of the State was 68.64 lakh of which approximately 49% were female. Sex ratio of the State was 972 and child sex ratio was 906. Male literacy was more than female literacy rate while there was positive change in literacy rate from previous Census.

4.1 The data of females per thousand males in Himachal Pradesh since 1951 showed that females per thousand males had increased from 1951 Census to 2011 Census across all districts of Himachal Pradesh except Kinnaur and Lahaul & Spiti tribal districts even though it was more than one thousand for Kinnaur district in 1951 census. Over the decades, number of females per thousand males in many districts had surpassed males. In the last Census of 2011, females per thousand males in Hamirpur, Kangra and Mandi districts were more than one thousand. The migration of male population of these districts to another places for livelihoods might be the reason for higher females per thousand males. The decrease in number of females per thousand males in Solan and Una districts after 1991 Census showed the influence of urbanisation and industrialization which share boundaries with Punjab.

**Table-4.1**  
**Females per thousand Males in Himachal Pradesh**

District/ Year	1951	1961	1971	1981	1991	2001	2011
Bilaspur	948	952	993	1002	1002	990	981
Chamba	894	876	945	936	949	959	986
Hamirpur	936	1092	1111	1149	1105	1099	1095
Kangra	936	964	1008	1016	1024	1025	1012
Kinnaur	1070	969	887	885	856	857	819
Kullu	941	945	920	918	920	927	942
Lahaul-Spiti	933	776	818	767	817	802	903
Mandi	971	994	964	999	1013	1012	1007
Shimla	875	852	869	878	894	896	915
Sirmaur	800	828	835	873	897	901	918
Solan	800	879	923	929	909	852	880
Una	936	978	1003	1028	1006	997	976
<b>H.P.</b>	<b>912</b>	<b>938</b>	<b>958</b>	<b>973</b>	<b>976</b>	<b>968</b>	<b>972</b>

Source: Census of India cited in Statistical Abstract of Himachal Pradesh, 2019-20

4.2 The literacy rate of males and females across all districts of Himachal Pradesh had increased from 1991 census to 2011 census. The differential in literacy rates of males and females across all districts has been narrowing down during last three decades. It needs to be brought down to zero. In the latest census of 2011, highest male literacy rate was in Hamirpur district and lowest in Chamba district whereas highest female literacy rate was in Hamirpur district and lowest female literacy rate was in Chamba district. Overall, literacy rate of Chamba district was lowest among all districts of

Himachal Pradesh in the census of 2011. The literacy rate of females in Chamba and Sirmour districts was very low as compared to Hamirpur, Kangra and Una districts in the census of 2011. Although government has been introducing many schemes and incentivizing to increase literacy rate, still more efforts need to be put in to increase the literacy rates, especially of the females of Chamba and Sirmour districts.

**Table-4.2**  
**Literacy Rate in Himachal Pradesh**

District	1991 Census			2001 Census			2011 Census		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Bilaspur	67.17	77.97	56.55	77.8	86.0	69.5	84.59	91.16	77.97
Chamba	44.70	59.96	28.57	62.9	76.4	48.8	72.17	82.59	61.67
Hamirpur	74.88	85.11	65.90	82.5	90.2	75.7	88.15	94.36	82.62
Kangra	70.57	80.12	61.39	80.1	87.5	73.0	85.67	91.49	80.02
Kinnaur	58.36	72.04	42.04	75.2	84.3	64.4	80.00	87.27	70.96
Kullu	54.82	69.64	38.53	72.9	84.0	60.9	79.40	87.39	70.91
Lahaul-Spiti	56.82	71.78	38.05	73.1	82.8	60.7	76.81	85.69	66.84
Mandi	62.74	76.65	49.12	75.2	85.9	64.8	81.53	89.56	73.66
Shimla	64.61	75.96	51.75	79.1	87.2	70.1	83.64	89.59	77.13
Sirmaur	51.62	63.20	38.45	70.4	79.4	60.4	78.80	85.61	71.36
Solan	63.30	74.67	50.69	76.6	84.8	66.9	83.68	89.56	76.97
Una	70.91	81.15	61.01	80.4	87.7	73.2	86.53	91.89	81.11
<b>HP</b>	<b>63.86</b>	<b>75.36</b>	<b>52.13</b>	<b>76.5</b>	<b>85.3</b>	<b>67.4</b>	<b>82.80</b>	<b>89.53</b>	<b>75.93</b>

Source: Census of India cited in Statistical Abstract of Himachal Pradesh, 2021-22

4.3 Although there was little change in the number of girls' and co-educational schools in Himachal Pradesh, but it kept on decreasing from 2018-19 to 2021-22 and the percentage of those schools in total number of schools has increased marginally during this period. In these schools, majority was of government schools as its number was around 85% and remaining were private aided schools. The relationship between the number of government and private schools was linear throughout this period. The proportion of schools other than government and private schools was negligible. The negative growth in number of girls' and co-educational schools in Himachal Pradesh showed that the saturation in the expansion of educational institutions had arrived and there is very little scope for further expansion.

**Table-4.3**  
**Number of Girls and Co-educational Schools in Himachal Pradesh**

Year	Govt.		Govt. Aided		Private Aided		Others		Total
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	
2018-19	15401	84.73	0	0	2775	15.27	1	0.01	18177
2019-20	15365	84.66	0	0	2783	15.33	1	0.01	18149
2020-21	15358	84.81	0	0	2750	15.19	1	0.01	18109
2021-22	15347	85.30	0	0	2642	14.69	2	0.01	17991

Source: UDISE+

4.4 Across all districts of Himachal Pradesh, the proportion of male and female teachers was not uniform. The parity between male and female teachers had only been attained in Una

district while in the remaining districts, the proportion of male teachers was higher than that of female teachers. In some districts, Chamba, Kullu, Mandi, Shimla and Sirmour districts, the proportion of female teachers was less than forty and it was least in Chamba district. The topography of districts where proportion of female teachers was below forty percent was characterized by hilly terrain. The female teachers in such locations refrain to serve as they have other family obligations too. Overall, ratio of male and female teachers was 60:40 in Himachal Pradesh as on 30.09.2021.

**Table-4.4**  
**District-wise Teachers in Department of Education**

District	Male	Female	% of Female Teachers of Total	Total
Bilaspur	2442	1521	38	3963
Chamba	4277	1877	31	6154
Hamirpur	2199	1617	42	3816
Kangra	6434	4962	44	11396
Kinnaur	594	486	45	1080
Kullu	2567	1371	35	3938
Lahaul-Spiti	538	370	41	908
Mandi	6727	3868	37	10595
Shimla	5721	3588	39	9309
Sirmour	3468	2184	39	5652
Solan	2602	2315	47	4917
Una	2137	2108	50	4245
<b>Total</b>	<b>39706</b>	<b>26267</b>	<b>40</b>	<b>65973</b>

Source: Education Department, (SSA) H.P.: Statistical Data U-DISE as on 30<sup>th</sup> September, 2021

4.5 The GER in primary, upper primary, secondary and higher secondary schools across all districts in Himachal Pradesh showed that it was below hundred in Chamba, Kangra, Kinnaur, Lahaul & Spiti and Mandi districts in primary grade schools for both boys and girls and similar was the situation in Bilaspur, Hamirpur, Kannur and Una districts in secondary grade schools. The GER in upper primary grade schools was more than hundred for both boys and girls except Lahaul & Spiti district. However, GER in higher secondary schools across all districts was below hundred. In primary, upper primary and secondary grade schools, GER exceeded hundred because the GER includes students who are repeating a grade, those who enrolled late and are older than their classmates, or those who have advanced quickly and are younger than their classmates<sup>60</sup>. The GER across all districts in Himachal Pradesh for both boys and girls was good in all grades of schools except in higher secondary classes where it was less than 100. However, disparity among the districts with regard to GER needs redressed through appropriate interventions.

<sup>60</sup> [https://en.wikipedia.org/wiki/Gross\\_enrolment\\_ratio](https://en.wikipedia.org/wiki/Gross_enrolment_ratio)

**Table-4.5**  
**District-wise Gross Enrolment Ratio in Himachal Pradesh**

District	Primary			Upper primary			Secondary			Hr. Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	101.30	101.81	101.54	101.73	101.51	101.62	99.5	99.4	99.5	95.4	94.7	95.1
Chamba	98.77	98.40	98.59	103.56	102.13	102.85	99.3	101.6	100.4	91.0	91.1	91.0
Hamirpur	100.20	99.61	99.92	103.16	102.22	102.71	97.8	99.2	98.4	98.1	97.3	97.7
Kangra	99.97	99.98	99.98	102.03	101.95	101.99	101.9	101.0	101.4	92.0	92.6	92.3
Kinnaur	99.56	99.96	99.76	105.02	104.04	104.52	97.0	98.3	97.7	92.1	85.9	89.0
Kullu	102.66	102.60	102.63	102.47	102.67	102.57	103.0	102.7	102.9	88.6	87.9	88.3
L&S	98.51	97.24	97.87	100.56	99.64	100.09	106.6	111.6	109.2	83.2	87.6	85.6
Mandi	99.30	99.39	99.35	102.28	101.85	102.07	101.4	100.8	101.1	95.2	95.8	95.5
Shimla	101.64	101.11	101.38	102.64	102.14	102.40	101.7	101.7	101.7	84.0	85.9	84.9
Sirmour	101.18	101.19	101.19	101.84	102.41	102.11	101.2	100.5	100.8	91.3	90.8	91.1
Solan	103.52	102.59	103.08	102.65	102.83	102.73	100.1	100.2	100.2	80.6	84.1	82.2
Una	100.39	100.03	100.22	101.35	101.51	101.43	99.1	98.7	98.9	93.2	94.6	93.9
<b>Total</b>	<b>100.75</b>	<b>100.52</b>	<b>100.64</b>	<b>102.36</b>	<b>102.13</b>	<b>102.25</b>	<b>100.8</b>	<b>100.7</b>	<b>100.8</b>	<b>90.6</b>	<b>91.2</b>	<b>90.9</b>

Source: Education department, HP (SSA): Statistical Data U-DISE as on 30<sup>th</sup> September, 2021

4.6 The dropout rate had shown downward trend in elementary education as it decreased to zero in 2021-22 for both boys and girls. At secondary education level too, it followed a downward trend and rested at 1.47 in 2021-22 from 6.50 in 2017-18. Interestingly, in secondary education level, the dropout ratio of girls was 0.90 in 2021-22 as it had decreased from 5.31 in 2017-18 whereas it was 1.96 for boys in 2021-22 after decreasing from 7.55 in 2017-18. The introduction of new schemes and programmes by government in Himachal Pradesh for students in schools, especially for girls, like construction of separate toilets for girls with requisite facilities may have possibly decreased the dropout ratio of girls in both elementary and secondary education levels.

**Table-4.6**  
**Dropout Ratio in Himachal Pradesh**

Year	Elementary Education			Secondary Education		
	Boys	Girls	Total	Boys	Girls	Total
2017-2018	0.28	0.18	0.23	7.55	5.31	6.50
2018-2019	0.13	0.35	0.23	8.78	6.59	7.75
2019-2020	0.65	0.85	0.75	8.44	5.87	7.23
2020-2021	1.72	1.67	1.69	8.09	7.08	7.61
<b>2021-2022</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.96</b>	<b>0.90</b>	<b>1.47</b>

Source: Education department, HP (SSA): Statistical Data U-DISE

4.7 The retention rate is the percentage of pupils enrolled in the first grade in a given level of education expected to reach the last grade of the level. It is 100 minus dropout rate. In elementary education, retention rate had increased to hundred in 2021-22. However, in secondary education, retention rate was 93.50 in 2017-18 which had increased to 98.53 in 2021-22. Thus, retention rate had shown improvement both in elementary as well as secondary education. Conclusively, retention rate in elementary education was found

better than that of secondary education and retention rate of girls was more than retention rate of boys in secondary education. It was possibly due the reason as mentioned in dropout rates in elementary and secondary education levels. Apart from favourable and suitable facilities in schools for retention of girls, higher retention rate of girls than that of boys at secondary level was also due to shifting of boys towards employment or professional/vocational courses.

**Table-4.7**  
**Retention Ratio in Himachal Pradesh**

Year	Elementary Education			Secondary Education		
	Boys	Girls	Total	Boys	Girls	Total
2017-2018	99.72	99.82	99.77	92.45	94.69	93.50
2018-2019	99.87	99.65	99.77	91.22	93.41	92.25
2019-2020	99.35	99.15	99.25	91.56	94.13	92.77
2020-2021	98.28	98.33	98.31	91.91	92.92	92.39
2021-2022	100.00	100.00	100.00	98.04	99.10	98.53

Source: Education department, HP (SSA): Statistical Data U-DISE

4.8 Availability of clean drinking water is a crucial requirement in developing and maintaining the child's overall health. Water helps in supporting the growth of muscles, tissues and joints alongside improving the digestive system of children<sup>61</sup>. In all grades of schools in Himachal Pradesh, drinking water facility was available, so government has been playing great role in developing and maintaining the child's overall health in schools.

**Table-4.8**  
**Drinking Water Facility in Schools under Department of Education in HP**

District	Primary Only (GPS)		Upper Primary Only (GMS)		Up. Pri. with Sec. (GHS)		Up. Primary With Sec./H. Sec. (GSSS)	
	Total	Drinking Water	Total	Drinking Water	Total	Drinking Water	Total	Drinking Water
Bilaspur	584	584	96	96	53	53	110	110
Chamba	1181	1181	237	237	88	88	155	155
Hamirpur	473	473	114	114	66	66	95	95
Kangra	1660	1660	306	306	186	186	349	349
Kinnaur	173	173	31	31	20	20	32	32
Kullu	753	753	127	127	54	54	98	98
L&S	178	178	31	31	10	10	28	28
Mandi	1690	1690	309	308	141	141	303	303
Shimla	1567	1566	283	282	125	125	280	279
Sirmaur	1032	1032	188	188	86	86	158	158
Solan	765	765	139	139	58	58	131	131
Una	499	499	88	88	46	46	137	137
<b>Total</b>	<b>10555</b>	<b>10554</b>	<b>1949</b>	<b>1947</b>	<b>933</b>	<b>933</b>	<b>1876</b>	<b>1875</b>

Source: Education department, HP (SSA): Statistical Data U-DISE as on 30<sup>th</sup> September, 2021

<sup>61</sup> [https://www.besteducationsikar.com/importance-and-fun-facts-of-drinking-water-in-schools/#:~:text=Overall % 20Health%20Development,the%20digestive%20system%20of%20children.](https://www.besteducationsikar.com/importance-and-fun-facts-of-drinking-water-in-schools/#:~:text=Overall%20Health%20Development,the%20digestive%20system%20of%20children.)

4.9 The analysis of drinking water and toilet facilities for both boys and girls in government schools in Himachal Pradesh showed that these facilities had been increasing since 2018-19 to 2021-22. The drinking water facility was found to be available in all schools in 2021-22. However, the facility in all the schools was not functional though such number was very small. As far as schools with toilet facility with its functionality are concerned, it was found around hundred percent in 2021-22, but availability and functionality of toilet facility for girls in schools was little more than that of boys. Similarly, percentage of schools with handwash facilities was also around hundred percent in 2021-22. The availability and functionality of these facilities in schools was almost cent percent, so it was concluded that government had been tendering requisite help in terms of finance and instructions. This had helped improvement in sanitation and hygiene conditions in Himachal Pradesh over the years.

**Table-4.9**

**Status of Facilities in Government Schools under Department of Education in HP**

<b>% of Govt. Schools</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Drinking Water Facility	99.91	99.90	99.94	100.00
Functional Drinking Water Facility	99.81	99.82	99.85	99.80
Percentage of Schools with toilet facility	98.85	99.39	99.64	99.50
Percentage of Schools with functional toilet facility	98.37	98.96	99.3	99.20
Boys' and Co-educational Schools with boy's toilet facility	97.35	97.88	98.53	98.50
Percentage of Boys' and Co-educational Schools with functional Boys' toilet facility	96.35	97.05	97.85	97.70
Percentage of Girls' and Co-educational Schools with Girls' toilet facility	98.01	98.68	99.02	99.0
Percentage of Girls' and Co-educational Schools with functional Girls' toilet facility	97.31	98.00	98.48	98.50
Schools with hand wash facility	98.64	98.89	99.06	99.30

Source: UDISE+

## Chapter-5

### Research Methodology

An appropriate research design is essential to draw accurate results and conclusions. It is only the research design, which delineates roadmap for report writer and associates to move ahead in a right direction. It comprises of research methodology to be applied besides other paramount components.

#### Rationale of the Study:

5.1 The education of a child starts from family and mother is the first teacher. For formal education, a child is sent to school. The school not only provides formal education but also an environment for learning skills. School brings changes in the behaviour of a child as curricula is designed for these changes. School not only imparts education to children through teachers but also has infrastructure required for retention of teachers and children in it. This infrastructure includes safe water, sanitation and hygiene facilities. In the absence of these facilities, retention of children in schools is very difficult. These facilities in schools help teachers and students to stay in schools for longer duration. These facilities on school campus save the children, especially girls, from any mishappening/ misbehaviour. The absence or poor maintenance of these facilities sometimes leads to serious illness among the students and mostly compels girls to drop classes or even school. In government schools, there were following problems: -

- (i) Lack of separate toilets for boys and girls.
- (ii) Lack of waste disposal arrangement in schools.
- (iii) Poor maintenance of available toilet facilities.
- (iv) Inappropriate hand wash facilities & poor hand washing techniques.
- (v) Poor awareness of school children about basic sanitation & hygiene.

5.2 For decreasing dropout rate and increasing literacy rate amongst girls, the State as well as Central Governments have given importance for creation of infrastructure in Schools and Colleges and to the issues relating to girls like menstruation hygiene, sanitation and basic amenities in the schools. It was decided to conduct an evaluation study on the functionality of girls' toilets and other aspects relating to it in the Government Schools of the State.

#### Objectives of the Study:

5.3 The objectives of the study are as under:

- (i) To study the functionality aspect of the separate girls' toilet in government schools of Himachal Pradesh.
- (ii) To study the status of sanitation and cleanliness in toilet units of government schools.

- (iii) To study the causes of non-functioning and bad condition of separate girls' toilet.
- (iv) To study the level of awareness among students regarding personal hygiene and cleanliness.
- (v) To give recommendations to improve hygiene and sanitation facilities, and other aspects relating to girls in schools.

### **Methodology for Data Collection and its Analysis:**

5.4 For the realization of above objectives, data on various indicators like number of toilets, cleanliness, water availability, soap availability etc. from sample units besides data from teachers, students and parents had been collected. Primary data on functionality aspect of toilets had also been collected directly from the schools through questionnaire. Secondary data had been collected from the Education Department and Schools.

### **Sampling**

5.6 In U-Dise portal, as on 31<sup>st</sup> March, 2019, there were around 15,338 government co-educational and girls' schools in Himachal Pradesh, so it involved drawing of sample from a population assuming normal distribution. A size of 375 was drawn with following formula:

$$\text{Sample Size}(n) = \frac{z^2 \times p(1-p)/e^2}{1 + (z^2 \times p(1-p)/e^2 N)}$$

N=Population size (15338)

e= Margin of error (5%)

Z=Critical value of the normal distribution at the required confidence level (95%)

p=Sample proportion (50%)

The information was attempted from 600 units (around 4% of the population size), which was more than sample size as worked out above with the assumption that not all schools would provide information as required through the questionnaire.

5.7 To give an equal representation to each district, sampling frame had been divided into all 12 districts of the State and proportional allocation technique of stratified sampling had been used to select each category of schools (stratum) in each district. There are four categories of schools viz: (i) Primary Schools, (ii) Upper Primary (Middle) Schools, (iii) Upper Primary and Secondary (High) Schools and (iv) Upper Secondary and Higher Secondary (Sr. Secondary) Schools. The schools from each stratum had been selected through systematic sampling technique. All the schools of each district selected hence were then included in the sample without giving weightage to any Development Block or Gram Panchayat or Village in the second stage sampling. Mobile numbers of the officials and a few students of these sample schools were procured as on-site interviews of beneficiaries were not possible due to the conditions prevailing because of the spread of COVID-19 and they were interviewed telephonically.

- 5.8 The details of different categories of schools in each district, as published in U-Dise, are as under: -

**Table-5.1**

Sr. No.	District	Total Schools	Selected Schools (Girls + Co-educated)	Primary (1 <sup>st</sup> to 5 <sup>th</sup> )	Upper Primary (6 <sup>th</sup> to 8 <sup>th</sup> )	Upper Primary and Secondary (6 <sup>th</sup> to 10 <sup>th</sup> )	Upper Secondary and Higher Secondary (6 <sup>th</sup> to 12 <sup>th</sup> )
1.	Bilaspur	847	846	589	98	52	107
2.	Chamba	1660	1655	1179	241	85	150
3.	Hamirpur	754	751	477	115	67	92
4.	Kangra	2515	2511	1671	310	184	346
5.	Kinnaur	264	264	179	33	20	32
6.	Kullu	1035	1034	758	128	55	93
7.	Lahaul & Spiti	251	250	182	30	10	28
8.	Mandi	2448	2445	1703	312	135	295
9.	Shimla	2278	2272	1579	293	125	275
10.	Sirmour	1456	1454	1030	184	93	147
11.	Solan	1094	1092	766	141	61	124
12.	Una	766	764	498	84	47	135
	<b>Total</b>	<b>15368</b>	<b>15338</b>	<b>10611</b>	<b>1969</b>	<b>934</b>	<b>1824</b>

- 5.9 The details of district-wise total number of sample units selected in each district out of the total population of 15,368 schools (around 4% of total schools) are as under:-

**Table1.2**

Sr. No.	District	Primary (1 <sup>st</sup> to 5 <sup>th</sup> )	Upper Primary (6 <sup>th</sup> to 8 <sup>th</sup> )	Upper Primary and Secondary (6 <sup>th</sup> to 10 <sup>th</sup> )	Upper Secondary and Higher Secondary (6 <sup>th</sup> to 12 <sup>th</sup> )	Sample
1.	Bilaspur	23	3	1	5	<b>32</b>
2.	Chamba	48	10	3	5	<b>66</b>
3.	Hamirpur	19	4	3	4	<b>30</b>
4.	Kangra	63	14	7	13	<b>97</b>
5.	Kinnaur	9	2	0	1	<b>12</b>
6.	Kullu	34	3	2	2	<b>41</b>
7.	Lahaul & Spiti	8	0	1	1	<b>10</b>
8.	Mandi	65	5	12	12	<b>94</b>
9.	Shimla	47	9	24	8	<b>88</b>
10.	Sirmour	44	4	5	3	<b>56</b>
11.	Solan	31	6	2	5	<b>44</b>
12.	Una	19	3	2	6	<b>30</b>
	<b>Total</b>	<b>410</b>	<b>63</b>	<b>62</b>	<b>65</b>	<b>600</b>

## **Analysis**

5.10 For analysis of primary and secondary data, different mathematical and statistical tools have been used.

## **Limitations**

5.11 Despite sincerest of efforts made in conducting this study, there had been some limitations: -

1. Took little more time than normal in its completion due to outbreak of COVID-19 and telephonic interviews conducted of the beneficiaries by the enumerators.
2. Although, every care had been taken in selecting the indicators for assessing functionality status, hygiene and sanitation conditions of separate girls' toilet in Government Schools of Himachal Pradesh, due to limited time and non-availability of required resources during lockdown, some more indicators could not be considered.
3. Even though the enumerators were trained well in advance and given instructions for interviewing beneficiaries, telephonic interviews have an inherent drawback of not getting exact information from the target group which could otherwise have been possible to be extracted from them if the interviews were held in person.

## Chapter-6

### Basic Information of Schools

In this chapter, an attempt has been made to depict the basic information about the schools collected from teaching and non-teaching officials of the schools. This information includes category of schools, types of schools, strength of students, availability of toilets and their functionality etc.

- 6.1 The highest proportion of girls and co-educated schools was of primary schools. The primary schools have been opened near to habitations even if population was very less. In Himachal Pradesh, due to its topography, most of the primary schools are found with number of students in single digit and hence the number of primary schools is higher than that of other schools.

Table-6.1

#### Category of Schools

Sr. No.	District	Unit	Category of Schools				
			Primary	Middle	High	Sr. Secondary	Total
1	Bilaspur	%	72	9	3	16	100
2	Chamba	%	73	15	5	8	100
3	Hamirpur	%	63	13	10	13	100
4	Kangra	%	65	14	7	13	100
5	Kinnaur	%	75	17	0	8	100
6	Kullu	%	83	7	5	5	100
7	Lahaul & Spiti	%	80	0	10	10	100
8	Mandi	%	69	5	13	13	100
9	Shimla	%	53	10	27	9	100
10	Sirmour	%	79	7	9	5	100
11	Solan	%	70	14	5	11	100
12	Una	%	63	10	7	20	100
	<b>Total</b>		<b>68</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>100</b>

- 6.2 It was observed from the collected information from sample schools, that almost all schools were co-educated, irrespective of the category of schools. In Chamba, Hamirpur and Solan districts, 2-3% schools were found to be exclusively for girls. These all schools were government schools and strength of girls in these schools was more than that of boys. Although proportion of women in Himachal Pradesh is less than that of man, but higher proportion of girl students in government schools

showed that parents would send girls preferably to government schools. This attitude of parents may be due to availability of free education in government schools as well as their less priority for girls sending for education in private schools.

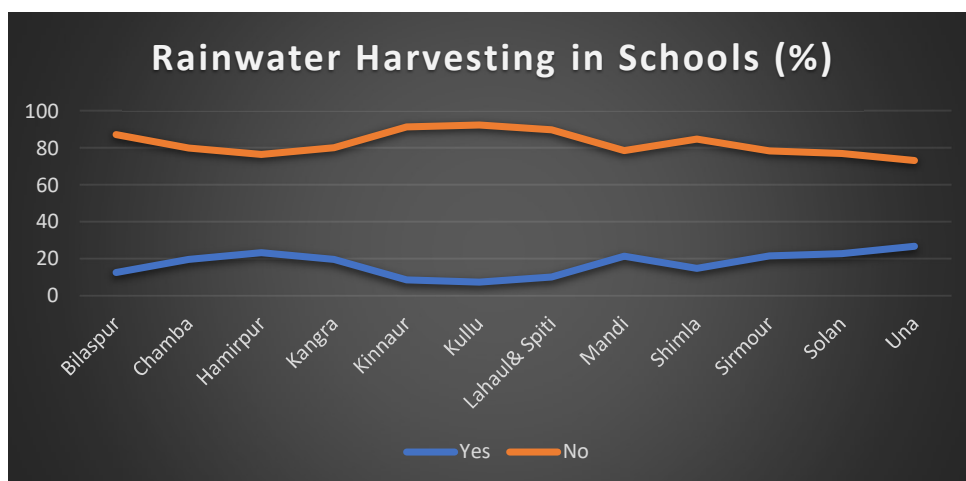
**Table-6.2**

**Type of Schools with Girls and Boys Strength Proportion**

Sr. No.	District	Unit	School Type			Student Strength		
			Co-Edu.	Girls	Total	Boys	Girls	Total
1	Bilaspur	%	100	0	100	45	55	100
2	Chamba	%	98	2	100	50	50	100
3	Hamirpur	%	97	3	100	36	64	100
4	Kangra	%	100	0	100	48	52	100
5	Kinnaur	%	100	0	100	48	52	100
6	Kullu	%	100	0	100	48	52	100
7	Lahaul & Spiti	%	100	0	100	45	55	100
8	Mandi	%	100	0	100	47	53	100
9	Shimla	%	99	1	100	45	55	100
10	Sirmour	%	100	0	100	47	53	100
11	Solan	%	98	2	100	47	53	100
12	Una	%	100	0	100	55	45	100
	<b>Total</b>		<b>99</b>	<b>1</b>	<b>100</b>	<b>47</b>	<b>53</b>	<b>100</b>

- 6.3 To meet the demand of water in schools, especially in toilets, rainwater harvesting structures help the administration of schools a lot. As reported by respondents, only one fourth of the schools had rainwater harvesting structures. More than 20% rainwater harvesting structures were found in the schools of Hamirpur, Mandi, Sirmour, Solan and Una districts. The graph shows a wide gap in availability of rainwater harvesting structures in schools, which needs to be bridged. These water harvesting structures not only help school administration to meet their demand for water in toilets but recharge water bodies in the vicinity. The school administration must construct water harvesting structures in all schools compulsorily.

**Graph-6.1**



6.4 The availability of toilets for boys and girls in schools was almost equal in proportion of boys and girls in schools, showing the commitment of school administration and government for construction of toilets for students irrespective of boys and girls. Most of the toilets for boys, girls and common as well were not found to be functional, although the number of non-functional toilets was very small. In Kinnaur and Una districts, all available toilets were found to be functional. The privacy of girl students appeared to have not been compromised in co-educated schools in view of availability and functionality of separate toilets for them in schools. It supports the secondary data collected from U-Dise. The school administration needs to make all toilets in schools functional and construct toilets in schools, wherever required.

**Table-6.3**

**Availability and Functionality of Toilets**

Sr. No.	District	Unit	Toilets Available				Toilets Functional out of Available Toilets			
			Boys Toilets	Girls Toilets	Common Toilets	Total Toilets	Boys Toilets	Girls Toilets	Common Toilets	Total Toilets
1	Bilaspur	%	46	49	6	100	90	92	100	91
2	Chamba	%	47	48	4	100	96	95	100	96
3	Hamirpur	%	42	46	12	100	96	93	93	94
4	Kangra	%	47	49	4	100	97	99	100	98
5	Kinnaur	%	46	50	4	100	100	100	100	100
6	Kullu	%	48	47	5	100	93	96	83	94
7	Lahaul & Spiti	%	44	44	11	100	92	92	100	93
8	Mandi	%	47	47	7	100	94	98	91	96
9	Shimla	%	46	46	7	100	96	96	95	96
10	Sirmour	%	45	45	10	100	100	98	100	99

11	Solan	%	45	48	7	<b>100</b>	97	95	100	<b>96</b>
12	Una	%	44	45	11	<b>100</b>	100	100	100	<b>100</b>
	<b>Total</b>		<b>46</b>	<b>47</b>	<b>7</b>	<b>100</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>96</b>

- 6.5 The efforts for collection of data of sanctioned and in-position strength of teachers were also made but actual data was not supplied by the respondents as this information was not accessible to everyone. The school administration was not readily available due to lock down imposed by the Government in view of the COVID outbreak.

## Chapter-7

### Functionality of School Toilets

In this chapter, functionality status as well as other aspects of the toilets in schools have been analysed, so that situation of toilets in schools could be assessed for further suggestions/ recommendations for betterment. Since, spending on sanitation and providing of hygiene facilities in schools is an investment for boosting learning and creating conducive environment, the non-availability of sanitation facilities in schools has a direct effect on decreasing the enrolment ratio of students, especially among girls, increasing drop out ratio and increasing the problem of absenteeism.

7.1 The toilets of boys, girls and common toilets in schools were assessed having facility for children with disabilities. Around 60% of the toilets for girls and boys didn't have facility for students with disability. In schools of Himachal Pradesh, almost hundred percent children are enrolled and if this facility is not provided then children may develop a tendency to drop out the school. Non-availability of facility for students with disabilities in schools develop resistance in the minds of these students for school and resultantly they are deprived of many opportunities for earning livelihoods. The school administration may put efforts to construct toilets in schools with necessary facilities for students with disabilities, so that they may not get discouraged to attend formal education.

**Table-7.1**

**Toilet Facility for Children with Physical Disabilities**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	31	56	13	100	34	63	3	100	19	6	75	100
2	Chamba	%	61	33	6	100	62	35	3	100	12	2	86	100
3	Hamirpur	%	50	47	3	100	53	47	0	100	47	3	50	100
4	Kangra	%	41	56	3	100	42	56	2	100	3	10	87	100
5	Kinnaur	%	8	92	0	100	8	92	0	100	0	8	92	100
6	Kullu	%	39	54	7	100	49	44	7	100	2	7	90	100
7	Lahaul & Spiti	%	60	40	0	100	60	40	0	100	10	20	70	100
8	Mandi	%	29	67	4	100	29	68	3	100	15	5	80	100
9	Shimla	%	45	50	5	100	45	52	2	100	8	9	83	100
10	Sirmour	%	11	86	4	100	11	86	4	100	5	20	75	100
11	Solan	%	50	45	5	100	50	43	7	100	11	5	84	100
12	Una	%	27	70	3	100	27	70	3	100	37	17	47	100
	<b>Total</b>		<b>39</b>	<b>57</b>	<b>5</b>	<b>100</b>	<b>40</b>	<b>57</b>	<b>3</b>	<b>100</b>	<b>12</b>	<b>9</b>	<b>79</b>	<b>100</b>

7.2 A small proportion of the respondents did not share any meaningful information about the location of common toilets being with the school premises. It has not affected results as number of common toilets in schools was very small. However, more than 90% toilet facility units for both boys and girls were reported to be within the school compound. The toilet facility unit within school compound saves time of students and ensures safety as well. Even teachers do not have to waste their energy and time for the security and safety of students while going for using toilets outside school compound. The proportion of this facility within school compound in case of boys was less than 90% in Bilaspur, Kangra and Solan districts and in case of girls, it was less than 90% in Kangra and Solan districts, so the school administration of such schools in these districts needs to ensure hundred percent toilet facility within school compound for both boys and girls, so that both safety of students, especially of girls, and usefulness of their time are not compromised at any cost.

**Table-7.2**

**Location of the Toilet Facility Unit within School Compound**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	88	0	13	100	94	3	3	100	22	0	78	100
2	Chamba	%	92	2	6	100	95	2	3	100	12	0	88	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	50	0	50	100
4	Kangra	%	85	11	4	100	87	10	3	100	8	1	91	100
5	Kinnaur	%	92	8	0	100	92	8	0	100	8	0	92	100
6	Kullu	%	90	2	7	100	93	0	7	100	7	2	90	100
7	Lahaul & Spiti	%	100	0	0	100	100	0	0	100	30	0	70	100
8	Mandi	%	90	6	3	100	91	6	2	100	18	0	82	100
9	Shimla	%	93	3	3	100	93	5	2	100	17	0	83	100
10	Sirmour	%	93	4	4	100	93	4	4	100	23	2	75	100
11	Solan	%	86	9	5	100	86	9	5	100	16	0	84	100
12	Una	%	100	0	0	100	100	0	0	100	53	0	47	100
	<b>Total</b>		<b>91</b>	<b>5</b>	<b>4</b>	<b>100</b>	<b>92</b>	<b>5</b>	<b>3</b>	<b>100</b>	<b>19</b>	<b>1</b>	<b>81</b>	<b>100</b>

7.3 In toilet units for both boys and girls in schools more than 90% had running tap water facility. Although in respect of common toilets, most of the respondents had not given information about this facility, but their number is very small. Running water facility in toilets in schools is an imperative as it prevents water borne diseases and help students in cleanliness while using toilets. The students generally compromise with cleanliness, so running water ensures adequacy of water in schools and helps them protecting against many diseases. The school administration needs to ensure clean

running water facility in hundred percent toilets for both boys and girls, so that students become healthy and remain neat and clean.

**Table-7.3**

**Running Tap Water in Toilet Units**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	78	9	13	100	88	9	3	100	19	3	78	100
2	Chamba	%	89	5	6	100	92	5	3	100	11	3	86	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	47	0	53	100
4	Kangra	%	90	6	4	100	91	6	3	100	8	0	92	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	83	7	10	100	88	5	7	100	10	0	90	100
7	Lahaul & Spiti	%	80	20	0	100	80	20	0	100	20	10	70	100
8	Mandi	%	90	6	3	100	91	6	2	100	17	0	83	100
9	Shimla	%	93	3	3	100	94	3	2	100	18	1	81	100
10	Sirmour	%	95	2	4	100	95	2	4	100	23	0	77	100
11	Solan	%	91	5	5	100	91	5	5	100	16	2	82	100
12	Una	%	97	3	0	100	93	3	3	100	47	0	53	100
	<b>Total</b>		<b>91</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>92</b>	<b>5</b>	<b>3</b>	<b>100</b>	<b>18</b>	<b>1</b>	<b>81</b>	<b>100</b>

7.4 More than 90% toilets of boys and girls in schools had roofs. It implies that toilets were well designed and structured in schools. The closed toilets with roof top enhance the sense of safety and confidence among students, especially girls, while using toilets. It also helps safety of toilet seat and other accessories from sun light, rain and other incidents like theft etc. There is a need to ensure hundred percent toilets with roof in schools.

**Table-7.4**

**Roof in Toilet Unit in Schools**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	84	0	16	100	88	3	9	100	19	0	81	100
2	Chamba	%	88	6	6	100	89	8	3	100	14	0	86	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	47	0	53	100
4	Kangra	%	94	2	4	100	95	2	3	100	8	0	92	100
5	Kinnaur	%	92	8	0	100	92	8	0	100	8	0	92	100

6	Kullu	%	88	2	10	100	90	2	7	100	7	2	90	100
7	Lahaul & Spiti	%	90	10	0	100	90	10	0	100	30	0	70	100
8	Mandi	%	97	0	3	100	98	0	2	100	17	0	83	100
9	Shimla	%	93	3	3	100	95	2	2	100	19	0	81	100
10	Sirmour	%	96	0	4	100	96	0	4	100	23	0	77	100
11	Solan	%	91	5	5	100	91	5	5	100	16	0	84	100
12	Una	%	100	0	0	100	97	0	3	100	47	0	53	100
	<b>Total</b>		<b>93</b>	<b>2</b>	<b>5</b>	<b>100</b>	<b>94</b>	<b>3</b>	<b>3</b>	<b>100</b>	<b>19</b>	<b>0</b>	<b>81</b>	<b>100</b>

7.5 In toilet units of boys and girls in schools, around 80% had both light and ventilation while 9 % had only ventilation and remaining toilets of both boys and girls had neither light nor ventilation. However, in common toilets, more than 80% toilet units had only ventilation, but their number in total toilet units in schools is very small. Proper light and ventilation in toilet units in schools is essential as it drive away fear while entering the toilet and make them hygienic. Students, especially girls, may face such problems, so it should be mandatory on the part of school administration that proper light and ventilation facility may be provided in all schools. The good quality of air and adequate light contribute for the prevention of certain diseases and get rid of carbon dioxide and bad odours.

**Table-7.5**

**Proper Light and Ventilation in Toilet Units in Schools**

Sr. No.	District	Unit	Boys' Toilet					Girls' Toilet					Common Toilet				
			Yes	No	OV	NR	Total	Yes	No	OV	NR	Total	Yes	No	OV	NR	Total
1	Bilaspur	%	84	3	0	13	100	91	6	0	3	100	22	0	78	0	100
2	Chamba	%	89	5	0	6	100	91	6	0	3	100	14	0	86	0	100
3	Hamirpur	%	93	3	0	3	100	97	3	0	0	100	43	3	53	0	100
4	Kangra	%	87	6	4	3	100	88	6	4	2	100	8	0	92	0	100
5	Kinnaur	%	92	8	0	0	100	92	8	0	0	100	8	0	92	0	100
6	Kullu	%	88	0	2	10	100	88	2	2	7	100	10	0	90	0	100
7	Lahaul & Spiti	%	100	0	0	0	100	100	0	0	0	100	30	0	70	0	100
8	Mandi	%	83	2	12	3	100	84	2	12	2	100	15	0	83	2	100
9	Shimla	%	69	5	23	3	100	70	5	23	2	100	14	1	81	5	100
10	Sirmour	%	79	7	11	4	100	79	7	11	4	100	18	2	77	4	100
11	Solan	%	61	9	25	5	100	61	9	25	5	100	14	2	82	2	100
12	Una	%	93	7	0	0	100	90	7	0	3	100	40	7	53	0	100
	<b>Total</b>		<b>82</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>100</b>	<b>83</b>	<b>5</b>	<b>9</b>	<b>3</b>	<b>100</b>	<b>17</b>	<b>1</b>	<b>81</b>	<b>2</b>	<b>100</b>

7.6 In the toilets of boys and girls, it was found that around 90% toilets were without any stench or stink. For common toilets, most of the respondents had not given any

information about it. It is a good sign that school administration was aware and taking initiative for making toilets in schools stink free, but efforts need to be put to make the toilets of all the schools stink free. The toilets smell generally come from uncleaned toilets, clogged drain, blocked vent pipe or cracked toilet bowls, so these problems need to be checked by school administration if toilets are stinking and get rid of it.

**Table-7.6**

**Stink Free of Toilet Units in Schools**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	3	84	13	100	3	94	3	100	0	19	81	100
2	Chamba	%	7	91	6	100	3	94	3	100	0	14	86	100
3	Hamirpur	%	13	83	3	100	13	87	0	100	3	43	53	100
4	Kangra	%	7	89	4	100	4	94	2	100	1	6	93	100
5	Kinnaur	%	0	100	0	100	0	100	0	100	0	8	92	100
6	Kullu	%	0	90	10	100	0	93	7	100	2	7	90	100
7	Lahaul & Spiti	%	10	90	0	100	10	90	0	100	0	30	70	100
8	Mandi	%	4	91	4	100	5	91	3	100	2	14	84	100
9	Shimla	%	9	88	3	100	7	91	2	100	1	18	81	100
10	Sirmour	%	7	89	4	100	7	89	4	100	7	16	77	100
11	Solan	%	7	89	5	100	7	89	5	100	0	18	82	100
12	Una	%	37	63	0	100	37	60	3	100	1 3	33	53	100
	<b>Total</b>		<b>8</b>	<b>88</b>	<b>5</b>	<b>100</b>	<b>7</b>	<b>90</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>16</b>	<b>82</b>	<b>100</b>

7.7 It was found in the toilets of boys and girls that flushes were not working in one fourth of toilets. The non-functional flushes create problem of stink and defilement as sweeper may not clean toilet regularly. The cent percent working of flushes alongwith adequacy of water needs to be ensured for cleanliness of toilets in schools. There is possibility of clogging of toilets if flushes do not work properly. This problem leads to stink in toilets. However, when this information is read with that of stink free toilets, it is observed that the problem of toilets with stink is confirmed to a small proportion of schools only and a large proportion of toilets where the flush is not functional, cleanliness is being maintained by the staff.

**Table-7.7****Toilets in Schools with Working Flush System**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	39	6	13	100	88	9	3	100	16	3	81	100
2	Chamba	%	29	65	6	100	30	67	3	100	0	14	86	100
3	Hamirpur	%	50	47	3	100	53	47	0	100	30	17	53	100
4	Kangra	%	77	19	4	100	79	18	3	100	5	3	92	100
5	Kinnaur	%	83	17	0	100	83	17	0	100	0	8	92	100
6	Kullu	%	76	15	10	100	76	15	10	100	10	0	90	100
7	Lahaul & Spiti	%	80	20	0	100	80	20	0	100	20	10	70	100
8	Mandi	%	77	20	3	100	79	19	2	100	13	3	84	100
9	Shimla	%	82	15	3	100	83	15	2	100	17	2	81	100
10	Sirmour	%	86	11	4	100	86	11	4	100	16	7	77	100
11	Solan	%	73	23	5	100	73	23	5	100	11	7	82	100
12	Una	%	60	40	0	100	57	40	3	100	37	10	53	100
	<b>Total</b>		<b>71</b>	<b>25</b>	<b>5</b>	<b>100</b>	<b>72</b>	<b>25</b>	<b>3</b>	<b>100</b>	<b>13</b>	<b>6</b>	<b>81</b>	<b>100</b>

7.8 It was reported that more than 90% toilets of boys and girls had doors. It is a matter of concern that hundred percent toilets of girls were not with proper doors. The doors in toilets are more important than roofs. The students, especially girls, don't feel safe and confident in toilets without doors. The non-availability of doors in toilets may discourage students to go and use toilets, which resultantly disturb concentration of students in their studies and even enhance drop out from the schools. The lack of privacy, non-availability of water, unsafe sanitation facility and absence of gender-separated toilets are reasons behind girls' dropout and absenteeism. The school administration must ensure that toilets are with proper doors in all the schools.

**Table-7.8****Toilets in Schools with Proper Doors**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	88	0	13	100	97	0	3	100	19	0	81	100
2	Chamba	%	91	3	6	100	94	3	3	100	14	0	86	100
3	Hamirpur	%	93	3	3	100	97	3	0	100	47	0	53	100
4	Kangra	%	90	6	4	100	90	7	3	100	7	0	93	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100

6	Kullu	%	88	2	10	100	90	2	7	100	2	7	90	100
7	Lahaul & Spiti	%	90	10	0	100	90	1	0	100	30	0	70	100
8	Mandi	%	90	6	3	100	93	5	2	100	16	1	83	100
9	Shimla	%	92	5	3	100	93	5	2	100	19	0	81	100
10	Sirmour	%	93	4	4	100	93	4	4	100	23	0	77	100
11	Solan	%	89	7	5	100	89	7	5	100	16	2	82	100
12	Una	%	93	7	0	100	93	3	3	100	43	0	57	100
	<b>Total</b>		<b>91</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>93</b>	<b>5</b>	<b>3</b>	<b>100</b>	<b>18</b>	<b>1</b>	<b>82</b>	<b>100</b>

7.9 It was found that boys' and girls' toilets in schools have doors but all of them do not have functional latch/ bolts. About 90% toilets of boys and girls had doors, but out of which 88% and 90% doors of toilets of boys and girls were with latch/ bolts. It indicates to the irresponsible and casual attitude of the school administration. The school administration must think and act to ensure that all toilets of the schools should be provided with doors with proper latch/ bolts, so that students, especially girls, use toilet facilities in schools without any inhibitions.

**Table-7.9**

**Functional Latch/Bolt in Doors of the Toilets in Schools**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	81	6	13	100	88	9	3	100	16	3	81	100
2	Chamba	%	88	6	6	100	92	5	3	100	14	0	86	100
3	Hamirpur	%	93	3	3	100	97	3	0	100	47	0	53	100
4	Kangra	%	92	5	3	100	93	5	2	100	7	1	92	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	78	12	10	100	80	12	7	100	10	0	90	100
7	Lahaul & Spiti	%	90	10	0	100	90	10	0	100	30	0	70	100
8	Mandi	%	87	10	3	100	89	9	2	100	14	2	84	100
9	Shimla	%	85	11	3	100	85	13	2	100	19	0	81	100
10	Sirmour	%	96	0	4	100	96	0	4	100	23	0	77	100
11	Solan	%	86	9	5	100	86	9	5	100	16	2	82	100
12	Una	%	87	13	0	100	83	13	3	100	40	3	57	100
	<b>Total</b>		<b>88</b>	<b>8</b>	<b>4</b>	<b>100</b>	<b>90</b>	<b>8</b>	<b>3</b>	<b>100</b>	<b>18</b>	<b>1</b>	<b>82</b>	<b>100</b>

7.10 Around 80% of the toilets of boys and girls across the State had wash basins except Chamba and Lahaul & Spiti districts, where availability of this facility was in 40-50% schools. The wash basins in toilets are equally important as are toilet seats. The students, generally, avoid washing hands after using toilets if there are no wash basins

in the toilets. The avoidance of hand washing by students lead to many diseases. The sickness of students results in impeding their studies. To make students healthy and disciplined in tidiness, the provision and availability of wash basins in the toilets of schools are of importance. The school administration requires to focus on availability of wash basins in toilets of schools.

**Table-7.10**

**Wash Basins in Toilet Units of Schools**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	75	13	13	100	75	22	3	100	19	0	81	100
2	Chamba	%	52	42	6	100	53	44	3	100	9	5	86	100
3	Hamirpur	%	83	13	3	100	87	13	0	100	43	3	53	100
4	Kangra	%	86	11	3	100	87	11	2	100	6	2	92	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	80	10	10	100	83	10	7	100	10	0	90	100
7	Lahaul & Spiti	%	40	60	0	100	40	60	0	100	10	20	70	100
8	Mandi	%	84	13	3	100	85	13	2	100	15	1	84	100
9	Shimla	%	86	10	3	100	88	10	2	100	16	3	81	100
10	Sirmour	%	96	0	4	100	96	0	4	100	23	0	77	100
11	Solan	%	77	18	5	100	77	18	5	100	11	7	82	100
12	Una	%	90	10	0	100	87	10	3	100	43	3	53	100
	<b>Total</b>		<b>81</b>	<b>15</b>	<b>4</b>	<b>100</b>	<b>82</b>	<b>16</b>	<b>3</b>	<b>100</b>	<b>16</b>	<b>3</b>	<b>81</b>	<b>100</b>

7.11 It was found that more than 95% toilets of boys and girls in schools had soap for hand washing. The schools from which respondents had not given any information about it may also have this facility, so availability of soap in toilets covered almost all schools. It showed the awareness amongst the students and school administration about soap being available in toilets in schools is essential for cleanliness. Such facilities in schools inculcate habit in students to use those articles even at home and somewhere else, so that they may not become sick and lead a disease-free life. At homes, such students encourage other family members for the use of such articles and promote hygiene.

**Table-7.11****Provision of Soap for Hand Washing in Toilets of Schools**

Sr. No.	District	Unit	Boys' Toilet				Girls' Toilet				Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	88	0	13	100	97	0	3	100	19	0	81	100
2	Chamba	%	92	2	6	100	95	2	3	100	14	0	86	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	47	0	53	100
4	Kangra	%	94	3	3	100	95	3	2	100	8	0	92	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	90	0	10	100	93	0	7	100	10	0	90	100
7	Lahaul & Spiti	%	100	0	0	100	100	0	0	100	30	0	70	100
8	Mandi	%	95	1	4	100	96	1	3	100	16	0	84	100
9	Shimla	%	95	1	3	100	97	1	2	100	19	0	81	100
10	Sirmour	%	96	0	4	100	96	0	4	100	23	0	77	100
11	Solan	%	95	0	5	100	95	0	5	100	18	0	82	100
12	Una	%	100	0	0	100	97	0	3	100	47	0	53	100
	<b>Total</b>		<b>95</b>	<b>1</b>	<b>5</b>	<b>100</b>	<b>96</b>	<b>1</b>	<b>3</b>	<b>100</b>	<b>19</b>	<b>0</b>	<b>81</b>	<b>100</b>

7.12 It was found that around 30% respondents had responded in affirmation about availability of free sanitary napkins to eligible girl students in schools. Around three fourth respondents had given no information about it as they were uncomfortable discussing this aspect. Funds are now being provided to States/UTs under National Health Mission for decentralized procurement of sanitary napkin packs to rural adolescent girls at a subsidized rate of Re.1 for a pack of 6 napkins and ASHA workers are responsible for their distribution.

**Table-7.12****Provision of Free Sanitary Napkins to Eligible Girl Students**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	22	6	72	100
2	Chamba	%	26	2	73	100
3	Hamirpur	%	37	0	63	100
4	Kangra	%	31	3	66	100
5	Kinnaur	%	25	0	75	100
6	Kullu	%	17	7	76	100
7	Lahaul & Spiti	%	20	10	70	100
8	Mandi	%	31	1	68	100
9	Shimla	%	41	3	56	100

10	Sirmour	%	14	7	79	100
11	Solan	%	30	0	70	100
12	Una	%	30	7	63	100
	<b>Total</b>		<b>29</b>	<b>3</b>	<b>68</b>	<b>100</b>

7.13 The information about availability of separate dustbins with lid for disposal of sanitary napkins too could not be provided by about around three fourth respondents and only around one fourth respondents had given affirmative reply. It's a matter of fact that even though sanitary napkins are given free, but availability of dustbins for disposal by girls should be there in toilets of schools. The school administration needs to provide dustbins with lid in every toilet of schools for disposal of sanitary napkins by girls and arrange for its further disposal. Simultaneously, it should raise the level of awareness about the importance of proper disposal of used sanitary napkins among girls.

**Table-7.13**

**Availability of separate Dustbins with Lid for Disposal of Sanitary Napkins**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	22	6	72	100
2	Chamba	%	23	5	73	100
3	Hamirpur	%	20	17	63	100
4	Kangra	%	19	15	66	100
5	Kinnaur	%	25	0	75	100
6	Kullu	%	10	12	78	100
7	Lahaul & Spiti	%	10	20	70	100
8	Mandi	%	26	6	68	100
9	Shimla	%	39	6	56	100
10	Sirmour	%	13	9	79	100
11	Solan	%	27	2	70	100
12	Una	%	27	10	63	100
	<b>Total</b>		<b>23</b>	<b>9</b>	<b>68</b>	<b>100</b>

7.14 Around three fourth respondents had not given any information about availability of separate dustbins with lids for waste items other than sanitary napkins in toilets of schools. Only one fourth respondents had given affirmative reply about it. To keep toilets neat and clean, its imperative that there should be separate dustbins with lid for disposal of items other than sanitary napkins in toilets of schools.

**Table-7.14****Availability of separate Dustbins with Lids for other Waste Items**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	25	3	72	100
2	Chamba	%	17	11	73	100
3	Hamirpur	%	23	13	63	100
4	Kangra	%	22	12	66	100
5	Kinnaur	%	25	0	75	100
6	Kullu	%	17	5	78	100
7	Lahaul & Spiti	%	20	10	70	100
8	Mandi	%	30	2	68	100
9	Shimla	%	38	7	56	100
10	Sirmour	%	20	2	79	100
11	Solan	%	25	5	70	100
12	Una	%	33	3	63	100
	<b>Total</b>		<b>25</b>	<b>7</b>	<b>68</b>	<b>100</b>

7.15 The information about safe treatment options for sanitary waste in schools too, around three fourth respondents had not given any information and only around one fifth respondents had given affirmative reply. This provision is equally important with availability of dustbins in toilets of schools. The safe treatment options of sanitary waste in schools are very important to avoid hazards to environment. The school administration should increase the availability of dustbins in toilets for the disposal of sanitary napkins as well as other waste items to keep the toilets neat and clean. Poor response to the questions related to menstrual hygiene was obviously due to reluctance of a large proportion of respondents to discuss the same.

**Table-7.15****Safe Treatment Options for Sanitary Waste in Schools**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	19	9	72	100
2	Chamba	%	18	9	73	100
3	Hamirpur	%	13	23	63	100
4	Kangra	%	15	19	66	100
5	Kinnaur	%	17	8	75	100
6	Kullu	%	7	15	78	100
7	Lahaul & Spiti	%	20	10	70	100
8	Mandi	%	23	9	68	100
9	Shimla	%	28	16	56	100
10	Sirmour	%	11	11	79	100
11	Solan	%	16	14	70	100
12	Una	%	27	10	63	100
	<b>Total</b>		<b>19</b>	<b>13</b>	<b>68</b>	<b>100</b>

7.16 When the conditions of the immediate area around the toilet units of boys, girls and common as well were enquired from the respondents then it was found that except in Kinnaur and Lahaul & Spiti districts the immediate area around these toilet units of boys and girls was free of trash in about 90% schools. However, information about common toilets was unreported from around 80% respondents. Their number in total toilets units in schools is very small.

**Table-7.16**

**Toilet Units Free of Trash in Schools**

Sr. No.	District	Unit	Around Boys' Toilet				Around Girls' Toilet				Around Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	88	0	13	100	94	3	3	100	22	0	78	100
2	Chamba	%	83	11	6	100	86	11	3	100	14	0	86	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	40	3	57	100
4	Kangra	%	85	9	6	100	87	8	5	100	7	0	93	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	83	10	7	100	83	10	7	100	10	0	90	100
7	Lahaul & Spiti	%	100	0	0	100	100	0	0	100	20	0	80	100
8	Mandi	%	93	4	3	100	94	4	2	100	16	1	83	100
9	Shimla	%	92	5	3	100	93	5	2	100	18	1	81	100
10	Sirmour	%	95	2	4	100	95	2	4	100	23	0	77	100
11	Solan	%	86	7	7	100	86	7	7	100	16	2	82	100
12	Una	%	97	3	0	100	93	3	3	100	43	3	53	100
	<b>Total</b>		<b>90</b>	<b>6</b>	<b>5</b>	<b>100</b>	<b>91</b>	<b>6</b>	<b>4</b>	<b>100</b>	<b>18</b>	<b>1</b>	<b>82</b>	<b>100</b>

7.17 Similarly, except in Kinnaur and Lahaul & Spiti districts around 90% of toilets were also free of dirt as was found while assessed the conditions of immediate area of toilets. The school administration needs to ensure to keep immediate area of all toilets free of dirt.

**Table-7.17**

**Toilet Units Free of Dirt in Schools**

Sr. No.	District	Unit	Around Boys' Toilet				Around Girls' Toilet				Around Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	84	3	13	100	94	3	3	100	22	0	78	100
2	Chamba	%	82	12	6	100	85	12	3	100	14	0	86	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	40	3	57	100
4	Kangra	%	84	10	6	100	86	9	5	100	7	0	93	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	78	15	7	100	78	15	7	100	10	0	90	100
7	Lahaul & Spiti	%	100	0	0	100	100	0	0	100	20	0	80	100
8	Mandi	%	88	9	3	100	89	9	2	100	16	1	83	100
9	Shimla	%	92	5	3	100	93	5	2	100	18	1	81	100
10	Sirmour	%	95	2	4	100	95	2	4	100	23	0	77	100
11	Solan	%	86	7	7	100	86	7	7	100	16	2	82	100
12	Una	%	97	3	0	100	93	3	3	100	43	3	53	100
	<b>Total</b>		<b>88</b>	<b>7</b>	<b>5</b>	<b>100</b>	<b>90</b>	<b>7</b>	<b>4</b>	<b>100</b>	<b>18</b>	<b>1</b>	<b>82</b>	<b>100</b>

7.18 When respondents were asked about the availability of toilet units free of wastewater in schools, then around 80% respondents could not share any information about it. Despite scarcity of water, only around 70% toilet units of boys and girls were found free of wastewater in schools and one fourth units had wastewater present around the immediate area of toilet units in schools. The percentage of toilet units with wastewater was very high in view of shortage of water supply. It is very essential on part of school administration that wastewater around the toilet units in schools must be minimized to zero level. It would not only save water by ensuring proper and optimum utilization of water by students for washing in toilets and drinking as well but also help in improving hygiene.

**Table-7.18**

**Toilet Units Free of Wastewater in Schools**

Sr. No.	District	Unit	Around Boys' Toilet				Around Girls' Toilet				Around Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	50	38	13	100	50	47	3	100	6	16	78	100
2	Chamba	%	50	44	6	100	52	45	3	100	8	6	86	100
3	Hamirpur	%	70	27	3	100	77	23	0	100	33	10	57	100
4	Kangra	%	66	27	7	100	66	28	6	100	5	2	93	100

5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	76	17	7	100	73	20	7	100	10	0	90	100
7	Lahaul & Spiti	%	70	30	0	100	70	30	0	100	20	0	80	100
8	Mandi	%	78	19	3	100	78	20	2	100	15	2	83	100
9	Shimla	%	67	30	3	100	70	27	2	100	17	2	81	100
10	Sirmour	%	91	5	4	100	91	5	4	100	21	2	77	100
11	Solan	%	61	32	7	100	61	32	7	100	9	9	82	100
12	Una	%	73	27	0	100	73	23	3	100	37	10	53	100
	<b>Total</b>		<b>69</b>	<b>26</b>	<b>5</b>	<b>100</b>	<b>70</b>	<b>26</b>	<b>4</b>	<b>100</b>	<b>14</b>	<b>4</b>	<b>82</b>	<b>100</b>

7.19 The immediate area of toilet units of both boys and girls free of grass/ bushes in schools was found in more than 90% units. However, this information was not provided by 82% respondents in case of common toilet units. The area around school units needs to be made free of grass/ bushes as it saves students from any kind of attack from poisonous creatures and mosquitoes as well. It also helps maintain sun light and air circulation around toilet units, which is essential for hygiene. The school administration should try to keep cent percent toilet units in schools free of grass/ bushes around them.

**Table-7.19**

**Toilet Units Free of Grass / Bushes in Schools**

Sr. No.	District	Unit	Around Boys' Toilet				Around Girls' Toilet				Around Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	78	9	13	100	88	9	3	100	22	0	78	100
2	Chamba	%	94	0	6	100	97	0	3	100	14	0	86	100
3	Hamirpur	%	97	0	3	100	100	0	0	100	43	0	57	100
4	Kangra	%	87	7	6	100	88	7	5	100	7	0	93	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	88	5	7	100	85	7	7	100	10	0	90	100
7	Lahaul & Spiti	%	100	0	0	100	100	0	0	100	20	0	80	100
8	Mandi	%	93	4	3	100	94	4	2	100	16	1	83	100
9	Shimla	%	92	5	3	100	93	5	2	100	18	1	81	100
10	Sirmour	%	95	2	4	100	95	2	4	100	23	0	77	100
11	Solan	%	89	5	7	100	89	5	7	100	16	2	82	100
12	Una	%	100	0	0	100	97	0	3	100	47	0	53	100
	<b>Total</b>		<b>91</b>	<b>4</b>	<b>5</b>	<b>100</b>	<b>93</b>	<b>4</b>	<b>4</b>	<b>100</b>	<b>18</b>	<b>1</b>	<b>82</b>	<b>100</b>

7.20 Any kind of leakages include water leakages and leakage from septic tanks in schools. The leakage from septic tanks is more dangerous than water leakages as

flies may carry harmful micro-organisms and spread them in schools and thereby defile drinking water and foods of students and teachers. The leakage of water from pipes or tanks may help reproduction of mosquitoes, which causes malaria etc. among the students and teachers. In toilet units of both boys and girls in schools, more than 85% toilet units were free of any kind of leakages, but the remaining units also need to be free from it. This information had also not been provided by around 80% respondents in case of common toilets.

**Table-7.20**

**Toilet Units Free of any kind of Leakages in Schools**

Sr. No.	District	Unit	Around Boys' Toilet				Around Girls' Toilet				Around Common Toilet			
			Yes	No	NR	Total	Yes	No	NR	Total	Yes	No	NR	Total
1	Bilaspur	%	78	9	13	100	84	13	3	100	19	3	78	100
2	Chamba	%	94	0	6	100	97	0	3	100	14	0	86	100
3	Hamirpur	%	90	7	3	100	97	3	0	100	40	3	57	100
4	Kangra	%	72	22	6	100	74	21	5	100	6	1	93	100
5	Kinnaur	%	100	0	0	100	100	0	0	100	8	0	92	100
6	Kullu	%	83	10	7	100	80	12	7	100	10	0	90	100
7	Lahaul & Spiti	%	100	0	0	100	100	0	0	100	20	0	80	100
8	Mandi	%	88	9	3	100	89	9	2	100	14	3	83	100
9	Shimla	%	83	14	3	100	83	15	2	100	18	1	81	100
10	Sirmour	%	95	2	4	100	95	2	4	100	23	0	77	100
11	Solan	%	89	5	7	100	89	5	7	100	18	0	82	100
12	Una	%	90	10	0	100	90	7	3	100	47	0	53	100
	<b>Total</b>		<b>86</b>	<b>9</b>	<b>5</b>	<b>100</b>	<b>87</b>	<b>9</b>	<b>4</b>	<b>100</b>	<b>17</b>	<b>1</b>	<b>82</b>	<b>100</b>

## Chapter-8

### Awareness, Operation and Management

In this chapter, attempt has been made to assess the process of awareness creation for the use of toilets amongst the students through information, education and other communication activities. Hygiene depends upon the awareness of hygiene practices and availability of resources. As far as menstrual hygiene among women/ girls is concerned, it depends upon not only availability of clean water, sanitation and hygiene facilities but also on awareness of hygiene practices. Unless awareness about any activity is communicated and instilled effectively, no good results about the desired outcome can be expected. An attempt has been made to know about the operation and maintenance of the toilets in schools.

#### Awareness

- 8.1 When information about the provision of materials provided by schools for creating awareness amongst the students on personal hygiene and sanitation was collected, it was found that almost all respondent schools were found to have supplied the material. The objectives of Swachh Bharat Abhiyan can easily be met once the students are made aware of them. The efforts of the school administration were appreciable.

Table-8.1

Provision of Material by School for Awareness

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	88	13	0	100
2	Chamba	%	100	0	0	100
3	Hamirpur	%	100	0	0	100
4	Kangra	%	97	3	0	100
5	Kinnaur	%	92	8	0	100
6	Kullu	%	98	2	0	100
7	Lahaul & Spiti	%	100	0	0	100
8	Mandi	%	98	2	0	100
9	Shimla	%	95	5	0	100
10	Sirmour	%	98	2	0	100
11	Solan	%	91	7	2	100
12	Una	%	97	3	0	100
	<b>Total</b>		<b>97</b>	<b>3</b>	<b>0</b>	<b>100</b>

- 8.2 As a part of information, education and communication activities to encourage good hygiene practices amongst students, school administration was found to have used posters, stickers or other signage in toilets used by both boys and girls. Around 90% respondents informed that these articles were used in toilets for awareness amongst the students, so that they could use toilets in a proper way and be safe from diseases

emanated from improper use of toilets. Apart from it, students also got informed about their privacy and safety while using toilets.

**Table-8.2**

**Use of Posters, Stickers or other Signage in Toilets**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	91	9	0	100
2	Chamba	%	95	5	0	100
3	Hamirpur	%	100	0	0	100
4	Kangra	%	90	10	0	100
5	Kinnaur	%	92	8	0	100
6	Kullu	%	83	17	0	100
7	Lahaul & Spiti	%	100	0	0	100
8	Mandi	%	88	12	0	100
9	Shimla	%	92	8	0	100
10	Sirmour	%	79	21	0	100
11	Solan	%	80	18	2	100
12	Una	%	97	3	0	100
	<b>Total</b>		<b>89</b>	<b>11</b>	<b>0</b>	<b>100</b>

8.3 It was also attempted to know if school administration was instrumental in teaching students the proper way for handwashing after using toilets. Cent percent respondents were affirmative in acknowledging the efforts made by the school administration in teaching students the proper way of handwashing after using toilets. This was a great achievement of school administration as it protects students against different diseases like transmission of diarrhoeal diseases such as cholera and dysentery besides typhoid, intestinal worm infections etc. Bad hygiene is also responsible for initiating vicious circle of poverty.

**Table-8.3**

**Proper Way for Handwashing**

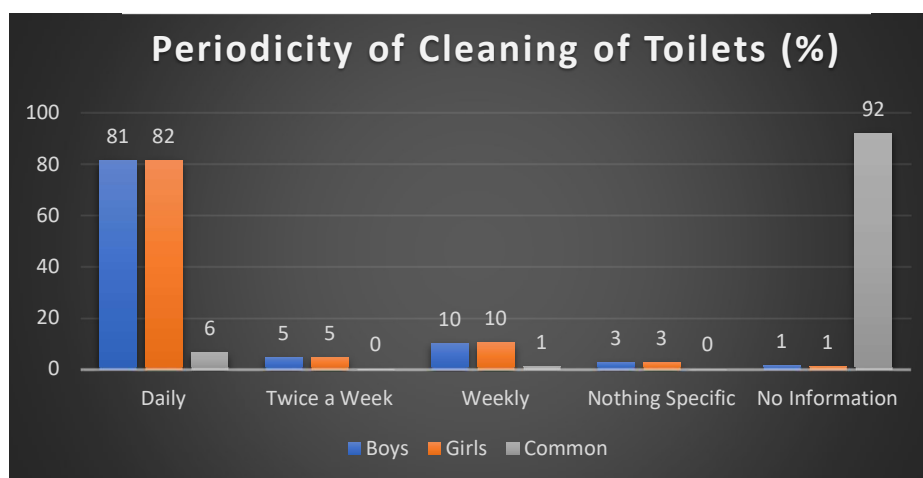
Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	100	0	0	100
2	Chamba	%	98	2	0	100
3	Hamirpur	%	100	0	0	100
4	Kangra	%	100	0	0	100
5	Kinnaur	%	92	8	0	100
6	Kullu	%	100	0	0	100
7	Lahaul & Spiti	%	100	0	0	100
8	Mandi	%	100	0	0	100
9	Shimla	%	100	0	0	100
10	Sirmour	%	100	0	0	100

11	Solan	%	100	0	0	100
12	Una	%	100	0	0	100
	<b>Total</b>		<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>

### Operation and Management of Toilets in Schools

8.4 The respondents were also asked about the periodicity of the cleaning of toilets by the staff engaged for maintaining them. In case of common toilets, more than 90% respondents did not give any information. More than 80% of the respondents had informed that the toilets of both boys and girls (separate) were cleaned on daily basis. There were also schools where toilets of both boys and girls were cleaned twice a week and on weekly basis. However, there percentage was very less. There were also schools, where there was no fixed periodicity for cleaning of toilets as there was no specified time frame as to when toilets were to be cleaned in those schools. It is felt that it should be binding on the school administration that toilets of schools whether of boys or girls or staff should be cleaned every day. The foul smell of toilets disturbs/ pollute the environment of schools and prevent users to use toilets on the other hand.

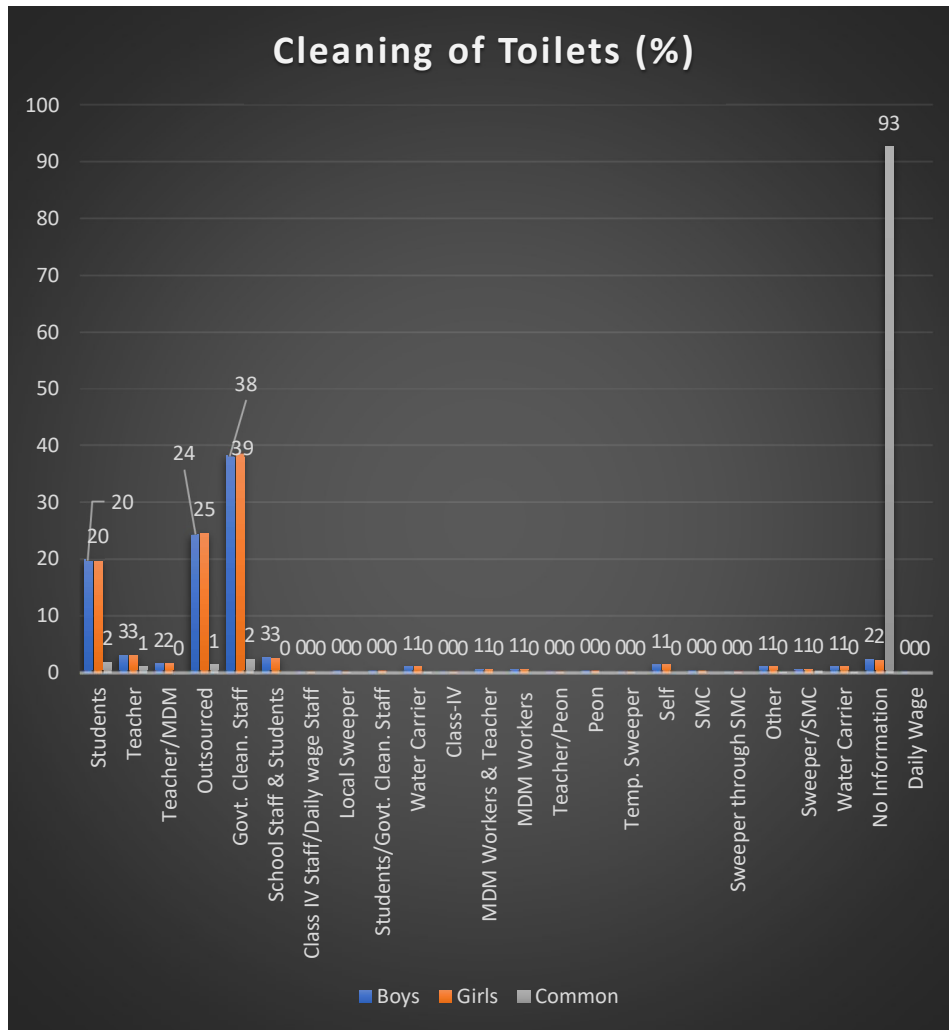
**Graph-8.1**



8.5 It was also attempted to know as to who were cleaning school toilets. More than 90% respondents in case of common toilets had not given any information on it. However, the respondents across all the districts of schools in case of toilets of boys and girls informed that there were many categories of employees/ persons who cleaned toilets in their schools. Those persons included students, teachers, MDM workers, outsourced staff and government engaged cleaning staff. The proportion of government engaged staff for cleaning toilets was only about forty percent of total persons engaged in cleaning toilets. Remaining sixty percent comprised of teachers, students, MDM workers and outsourced staff other than those engaged for this specific purpose. It was humiliating that students and teachers cleaned the toilets

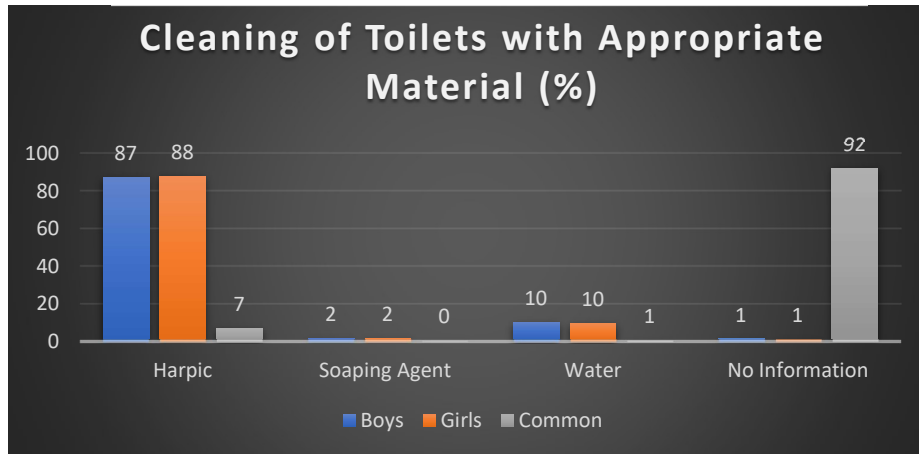
in schools. The school administration needs to hire regular service of persons meant for cleaning the toilets, so that teachers and students do not have to clean their toilets. It will save the time of students and teachers in cleaning the toilets and develop a sense of dignity as well among them.

**Graph-8.2**



8.6 The material used in the cleaning toilets was found to be harpic toilet cleaner, soaping agent and water. Around 88% respondents had informed that the toilets of boys and girls were cleaned with harpic toilet cleaner. The proportion of cleaning of toilets with soaping agent and water was very less. The cleaning of toilets only with water which was being used in about 10% of cases, is a concern as it can not clean toilets properly. A toilet cleaner needs to be used properly, so that there is no spread of disease among the students and staff in schools. The school administration needs to provide a toilet cleaner to cleaning staff regularly, so that toilets are maintained neat and clean as girls are more vulnerable to sanitation related diseases.

**Graph-8.3**



## Chapter-9

### Direct Responses from Girl Students and Teachers

The interaction with girl students in the presence of female teacher and exclusively with teachers was of utmost importance as they are lead stakeholders responsible for maintaining hygiene in schools. Some general, but of importance, information was collected from them. This information will help school administration to improve toilet facilities in schools, especially for girls.

#### Students

- 9.1 The girl students were asked about the priority of school administration to hygiene in schools. Almost cent percent students had responded by saying that school administration gave priority to hygiene in their schools. To maintain hygienic conditions in schools is a good gesture of school administration as it inculcates good values among students and keeps students, especially girls, healthy. The education helps in nutrition, hygiene and sanitation practices among girls and also to develop enough courage to fight against social taboos.

**Table-9.1**

#### Priority to Hygiene in Schools

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	47	3	0	100
2	Chamba	%	98	2	0	100
3	Hamirpur	%	100	0	0	100
4	Kangra	%	99	1	0	100
5	Kinnaur	%	92	8	0	100
6	Kullu	%	95	5	0	100
7	Lahaul & Spiti	%	100	0	0	100
8	Mandi	%	100	0	0	100
9	Shimla	%	98	0	2	100
10	Sirmour	%	98	0	2	100
11	Solan	%	100	0	0	100
12	Una	%	100	0	0	100
	<b>Total</b>		<b>99</b>	<b>1</b>	<b>1</b>	<b>100</b>

- 9.2 The students when asked about the proper supply of water in toilets of schools, then around 95% students informed that there was proper supply of water. In Bilaspur and Sirmour districts, the interaction with students showed proper water supply in less than 90% toilets of schools. If schools have proper water supply, then it will help school administration to keep toilets neat and clean besides providing handwash facilities to the students and staff of the school while using toilets. The absence of water, sanitation and hygiene facilities in schools discourages children to attend the school, especially girls, as absenteeism among girls can be seen during menstruation.

**Table-9.2****Proper Water Supply in Toilets of Schools**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	88	13	0	100
2	Chamba	%	92	8	0	100
3	Hamirpur	%	97	3	0	100
4	Kangra	%	98	2	0	100
5	Kinnaur	%	100	0	0	100
6	Kullu	%	95	5	0	100
7	Lahaul & Spiti	%	90	10	0	100
8	Mandi	%	96	4	0	100
9	Shimla	%	93	5	2	100
10	Sirmour	%	89	9	2	100
11	Solan	%	91	9	0	100
12	Una	%	97	3	0	100
	<b>Total</b>		<b>94</b>	<b>6</b>	<b>1</b>	<b>100</b>

- 9.3 During interaction with students, it was also tried to find out whether they were satisfied with the condition of toilets in their schools. Around 80% students across all districts, were found to be satisfied with toilets in their schools. The respondents were not asked any question regarding specific aspects of functionality of toilets rather they were asked to respond if they generally satisfied with the provision of toilets in the school. The availability of facilities in toilets make users satisfied, so the schools of students must have those facilities. The school administration is bound to provide all facilities desirable in toilets as government supports in all respects and funds adequately, so that toilets for students, especially for girls, are assumed to be fully equipped with facilities based on these responses.

**Table-9.3****Satisfaction with Toilets in Schools**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	72	28	0	100
2	Chamba	%	88	12	0	100
3	Hamirpur	%	80	20	0	100
4	Kangra	%	84	16	0	100
5	Kinnaur	%	83	17	0	100
6	Kullu	%	85	15	0	100
7	Lahaul & Spiti	%	90	10	0	100
8	Mandi	%	82	18	0	100
9	Shimla	%	80	18	2	100
10	Sirmour	%	73	25	2	100

11	Solan	%	84	16	0	100
12	Una	%	73	27	0	100
	<b>Total</b>		<b>81</b>	<b>18</b>	<b>1</b>	<b>100</b>

9.4 It is the morning assembly from which the day of students and teachers start. The students during interaction with them were asked if they were taught about the proper handwashing techniques after using toilets in morning assemblies, then almost cent percent students responded in affirmation. The head of the institution, physical education teacher and other teachers, who educate students in morning assemblies about any issue have long lasting impact on the minds of children and that becomes their habit in their day-to-day life. This is worth praising that school administration is educating students in schools about proper way of handwashing in morning assemblies.

**Table-9.4**

**Teaching of Proper Way of Handwashing in Morning Assembly**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	97	3	0	100
2	Chamba	%	100	0	0	100
3	Hamirpur	%	100	0	0	100
4	Kangra	%	99	1	0	100
5	Kinnaur	%	100	0	0	100
6	Kullu	%	100	0	0	100
7	Lahaul & Spiti	%	100	0	0	100
8	Mandi	%	97	3	0	100
9	Shimla	%	93	5	2	100
10	Sirmour	%	98	0	2	100
11	Solan	%	93	7	0	100
12	Una	%	100	0	0	100
	<b>Total</b>		<b>98</b>	<b>2</b>	<b>1</b>	<b>100</b>

9.5 The girls when asked if they were taught the proper way of taking care during their menstrual periods, then only 30% girls gave response in affirmation and around 70% girls didn't reply on it. Although, a lot of campaigns are there by government where adolescent girls are educated about it, but still during interaction, most of the girls could not report. In our homes or families, mostly such issues are not discussed openly. Moreover, there are certain taboos which make the females during their menstrual periods different from males. There is need to discuss such issues openly in the families and schools, so that children become aware about it, being a natural phenomenon. If girls are made aware about it, then they can have a better understanding about their hygiene during these days.

**Table-9.5****Teaching of Proper Way of Care to Girls during Menstrual Periods**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	25	0	75	100
2	Chamba	%	26	2	73	100
3	Hamirpur	%	33	0	67	100
4	Kangra	%	33	1	66	100
5	Kinnaur	%	17	0	83	100
6	Kullu	%	17	2	80	100
7	Lahaul & Spiti	%	20	0	80	100
8	Mandi	%	31	1	68	100
9	Shimla	%	41	7	52	100
10	Sirmour	%	25	0	75	100
11	Solan	%	30	0	70	100
12	Una	%	30	7	63	100
	<b>Total</b>		<b>30</b>	<b>2</b>	<b>68</b>	<b>100</b>

- 9.6 It is a matter of pride that cent percent students across all districts of the State were found aware about the clean India campaign/ clean school campaign. Such campaigns inculcate informal education among children. The children learn about cleanliness or any activity from print media, visual media, peers, teachers, families etc., but specific campaigns launched by government on activities to improve the nation and their citizens have reach to everyone. The school administration has also a role to play in such campaigns as learning in schools is different from other sources and that becomes a part of their discipline.

**Table-9.6****Awareness about Clean India Campaign/ Clean School Campaign**

Sr. No.	District	Unit	Yes	No	NR	Total
1	Bilaspur	%	100	0	0	100
2	Chamba	%	100	0	0	100
3	Hamirpur	%	100	0	0	100
4	Kangra	%	100	0	0	100
5	Kinnaur	%	100	0	0	100
6	Kullu	%	100	0	0	100
7	Lahaul & Spiti	%	100	0	0	100
8	Mandi	%	100	0	0	100
9	Shimla	%	98	0	2	100
10	Sirmour	%	98	0	2	100
11	Solan	%	100	0	0	100
12	Una	%	100	0	0	100
	<b>Total</b>		<b>100</b>	<b>0</b>	<b>1</b>	<b>100</b>

## Teachers

- 9.7 The general observations of the Principals/ Vice Principals/ Senior Most Teachers/ Head of Institutions on the prevailing conditions of toilets, sanitation and personal hygiene were captured during interaction with them. The teachers at different schools had different opinions on it. Some were found satisfied with existing arrangement while others expressed their dissatisfaction. Almost all of them were of the opinion that personal hygiene, toilets and sanitation were must for overall development of students, so school administration should take every initiative to promote hygiene and sanitation related measures. They also observed that there was need of a regular sweeper in schools for maintaining toilets neat and clean. In many schools, need for repair of toilets was flagged.
- 9.8 The teachers when asked for any suggestion which may further improve the current situation of toilets, sanitation & personal hygiene quality, some of them had said that they needed funds for repair of toilets and other said they needed sweepers in schools for cleaning of toilets. There were also suggestions like, focus should be given on awareness campaign for promoting the message of cleanliness for which coordination between students and teachers was said to be important; support from local bodies and parents was also necessary for promoting the message of cleanliness; plantation could be helpful for maintaining hygiene etc.

## Chapter-10

### Summing Up

It is an established practice that after analysing primary and secondary data relating to any scheme or problem in hand, findings and recommendations are given, so that administration and implementing agencies could improve their functioning.

#### Findings

- The proportion of girls' enrolment in government schools was higher than that of boys.
- The rainwater harvesting structures were found to be constructed in very few schools, so there was wide gap between availability and non-availability of rainwater harvesting structures in schools.
- The toilets in schools for both boys and girls were found in almost equal proportion to their strength in schools, and almost all these toilets were functional.
- In very few schools had toilets for students with physical disabilities.
- Almost in all schools, toilets were constructed within the school compound and had running water taps in around ninety percent toilets.
- In the toilets of all schools, around ninety percent had roofs in toilets, proper doors and functional latch/ bolt doors.
- In the toilets of boys and girls across all districts, around eighty percent had proper light and ventilation, whereas working flush of toilets were less than this percentage that is around seventy percent.
- The toilets of both boys and girls were found stinking, although their percentage was very less that is around ten percent.
- The provision of wash basins was found in around eighty percent toilets but provision of soap for hand washing was almost in all toilets of schools.
- It was found that free sanitary napkins were not provided to eligible girl students in schools, so the availability of dustbins with lid for disposal of these napkins was also negligible.
- Similarly, availability of separate dustbins for other waste items and safe treatment options for sanitary waste in school was negligible.
- The area around toilet units were found free of trash, dirt and grass/ bushes, and free from any kind of leakages in around ninety percent schools but free from wastewater were nearly seventy percent.
- The awareness on personal hygiene and sanitation was found to be satisfactory by providing material, posters, stickers or other signage in toilets and by teaching proper way of hand washing.
- As far as operation and maintenance of toilets are concerned, around eighty percent toilets of both boys and girls in schools were cleaned daily and remaining on twice a week or weekly basis, and the material used for cleaning of these toilets was harpic soaping agent in around four fifth toilets and rest with other soaping agent and water.

- It was found that majority of the toilets of boys and girls were cleaned by students and teachers themselves.
- During interaction with girls, it was found that school administration gave priority to hygiene in schools, proper water supply in toilets and teaching of proper way of handwashing in morning assemblies.
- All girls were also found to be aware about clean India campaign/ clean school campaign but teaching of proper way of care to girls during menstrual periods in schools was found very dismal.

### **Recommendations**

1. In the drawings and estimates of construction of buildings of schools, the construction of water harvesting structures should mandatorily be incorporated in new buildings and in existing school buildings, water harvesting structures need to be added in phased manner.
2. In schools, while toilets are constructed, the school administration should pay attention to the fact that these toilets may also be used by differently abled students.
3. The school administration must give priority to toilets that all toilets should be with proper doors and latch/ bolt for safety and privacy of students, especially girls, in schools.
4. All toilets should have proper light and ventilation besides the provision of a proper wash basin.
5. The eligible girls in schools should be provided free sanitary napkins and arrangement for their collection after use and disposal should also be made in all schools.
6. The toilets in schools should be cleaned daily with a proper cleaning agent and the services of a suitable person should also be hired for this purpose, so that students or teachers may not engage in cleaning toilets.
7. The education should be given to girls about proper care to be taken during menstrual periods and help them to bring out of social taboos relating to it.

\*\*\*

**QUESTIONNAIRE**

**Assessing functionality Hygiene and Sanitation conditions of separate Girls' Toilet in Government Schools of H.P.**

**1. Basic Information about the School: -**

1. Name of School \_\_\_\_\_

2.

District	Education Block	Panchayat	Village

3. Respondent Person & Position \_\_\_\_\_

4. Category of School: i) Primary School ii) Middle School iii) High School iv) Sr. Secondary School

5. School Type: - (A) Only Girls School (B) Co-education school

6. Student strength (write number): Total \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

7. Teacher strength: a) Sanctioned Total \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

b) In-position Total \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

8. Is there a functional rainwater harvesting facility in the school?

Yes \_\_\_\_\_ No \_\_\_\_\_

9. No. of toilets available

Toilets Strength	Separate		Common	Total
	Boys	Girls		
1. Total Toilets available in the school				
2. Total Toilets in use (Functional)				

**2. Facilities in Functional Toilet (Please mark √): -**

Component	Separate Toilets				Common Toilets	
	Boys		Girls		Yes	No
	Yes	No	Yes	No		
1. Has the toilet facility/unit been constructed to accommodate children with physical disabilities?						
2. Is the location of toilet facility/unit within the school compound? If no. what is the distance in meters?						
3. Does the toilet unit has a running tap water facility within it?						

4. Does the toilet unit have a roof?						
5. Does the toilet unit have,						
a) Proper lighting						
b) Ventilation						
6. Does the toilet unit stinking?						
7. Is the flush of toilet unit a working condition?						
8. Does the toilet unit have proper door?						
9. Does the door of the toilet unit have functional latch/bolt?						
10. Does the toilet unit has hand washing facility?						
11. Does the school provide soap for hand washing?						

**3. Waste Management (Please mark √): -**

	Yes	No
1. Is there a provision of free sanitary napkins to eligible girl students with the school?		
2. Does the school have separate dustbin with lid for disposal of sanitary napkins?		
3. Does the school have separate dustbins with lid for other waste items?		
4. Does the school have safe treatment/ disposal options for sanitary waste?		

**4. Cleanliness & Sanitation (Please mark √): -**

1) Condition of immediate area around the toilet unit/rooms.	Separate Toilets				Common Toilet	
	Boys		Girls		Yes	No
	Yes	No	Yes	No		
a) free of trash						
b) free of dirt						
c) free of wastewater						
d) free of grass/bushes						
e) free of any kind of leakages						

**5. Operation & Management (Please mark √): -**

1. How often are the Toilet unit	Daily	Once a week	Twice a week	No specific schedule	Never
----------------------------------	-------	-------------	--------------	----------------------	-------

toilets get cleaned?	Boys toilet					
	Girls toilet					
	Common toilet					
2. Are toilets being cleaned with appropriate cleaning material?	Toilet unit	Being cleaned only with water	Being cleaned with soaping agent only		Being cleaned with soaping agent & disinfectants	
	Boys toilet					
	Girls toilet					
	Common toilet					
3. By whom are the toilet facilities being cleaned?	Toilet unit	Students	Govt. cleaning staff	Outsourced cleaning staff	If other (pls. specify)	
	Boys toilet					
	Girls toilet					
	Common toilet					
4. Who supervises the cleaning and maintenance of the toilets in school?	Toilet unit	No one in particular	Team of Teachers	Ministerial staff	Students	
	Boys toilet					
	Girls toilet					
	Common toilet					

**6. Information, education & communication activities (Please mark ✓): -**

Component	Yes	No
1. Does the school provide material for awareness among the children on Personal hygiene and Sanitation?		
2. Are there posters, stickers or other signage in the toilets that encourage good hygiene practices?		
3. Does the school teach students the proper way to wash hands?		

**7. विद्यालय की छात्राओं से पूछे जाने वाले प्रश्न (किसी अध्यापिका की उपस्थिति में):-**

क्रम संख्या	प्रश्न	उत्तर		टिप्पणी
1.	क्या आपके विद्यालय में स्वच्छता को प्राथमिकता दी जाती है ?	हाँ	नहीं	
2.	क्या आपके विद्यालय के शौचालयों में पानी की व्यवस्था है ?	हाँ	नहीं	
3.	क्या आप विद्यालय के शौचालयों में सफाई व्यवस्था से संतुष्ट हैं ?	हाँ	नहीं	
4.	क्या आपको विद्यालय की प्रार्थना सभा में व्यक्तिगत स्वच्छता एवं हाथों को अच्छे से कैसे धोया जाए, बताया जाता है ?	हाँ	नहीं	
5.	क्या आपको मासिक धर्म/चक्र के दौरान अपने आपको स्वस्थ एवं स्वच्छ रखने के बारे में बताया जाता है ?	हाँ	नहीं	
6.	क्या आप स्वच्छ भारत एवं स्वच्छ विद्यालय अभियान से अवगत हैं ?	हाँ	नहीं	

**8. Questions to be asked from Teacher Concerned**

1. General observation of the Principal/Vice Principal/Senior Most Teacher on the prevailing conditions of Toilets Sanitation & Personal Hygiene.

शौचालय स्वच्छता और व्यक्तिगत स्वच्छता की वर्तमान व्यापत स्थितियों पर प्रधानाचार्य/उप प्रधानाचार्य/वरिष्ठ अध्यापक की सामान्य टिप्पणी।

-----  
 -----  
 -----  
 -----  
 -----

2. Any intervention/suggestion which may further improve the current situation of Toilets Sanitation & Personal Hygiene Qualitatively.

कोई भी सुझाव जो शौचालय स्वच्छता और व्यक्तिगत स्वच्छता की वर्तमान स्थिति को गुणात्मक रूप से और बेहतर बना सकता है।

-----  
-----  
-----  
-----

Name.....  
Designation.....

## Bibliography

- 1) <https://www.who.int/newsroom/factsheets/detail/sanitation#:~:text=Poor%20sanitatio n%20is%20linked%20to,intestinal%20worm%20infections%20and%20polio>.
- 2) MHRD (GoI) (2014), Swachh Bharat SwachhVidyalaya: A National Mission, Clean India: Clean Schools- A Handbook
- 3) The WHO/UNICEF Joint Monitoring Program (JMP) for Water Supply, Sanitation and Hygiene report – *Progress on household drinking water, sanitation and hygiene 2000 - 2020*.
- 4) We Can't Wait: A Report on Sanitation and Hygiene for Women and Girls. The WaterAid, Water Supply and Sanitation Collaborative Council (WSSCC) and Unilever (2013).
- 5) HRD (GoI) (2014), Swachh Bharat SwachhVidyalaya: A National Mission, Clean India: Clean Schools- A Handbook
- 6) Ibid.
- 7) UNICEF (2014), Wash in Schools in India Commitments and Actions: An Adaptation of Raising Clean Hands.
- 8) Ibid
- 9) We Can't Wait: A Report on Sanitation and Hygiene for Women and Girls. The WaterAid, Water Supply and Sanitation Collaborative Council (WSSCC) and Unilever (2013).
- 10) Report of the CAG on Construction of toilets in Schools by CPSEs (2019)
- 11) Jadon, A. and Shrivastava, S. (2018), Women Education in India: An Analysis, Research on Humanities and Social Sciences, Vol.8, No.13, pp-53.
- 12) Singh, N. (2008), Higher Education for women in India- choices and challenges, Forum on Public policy.
- 13) Psacharopoulos, G. and Patrinos, H. A., (2002). Returns to Investment in Education: A Further Update, Policy Research Working Paper No. 2881, World Bank.
- 14) Fleischhauer, J. (2007), A Review of Human Capital Theory: Microeconomics, Discussion Paper no. 2007-01, University of St. Gallen.
- 15) CRY (2019), Educating the Girl Child Role of incentivisation and other enablers and disablers.
- 16) UNICEF Annual Report, 2021.
- 17) S.Tannock (2008), Problem of Education-Based Discrimination, British Journal of Sociology of Education, Vol (29) (5), pp.439-449.
- 18) Sarkar, S. (2022), A Review on Gender Discrimination in Indian Education System, International Journal of Recent Research in Social Sciences and Humanities, Vol. 9 (1), pp.1-4.
- 19) Balatchandirane, G. (2007), Gender Discrimination in Education and Economics Development: A study of Asia, Institute of Development Economics, Japan External Trade Organisation.
- 20) Psacharopoulos, G.; Patrinos, H. A. (2018), Returns to Investment in Education: A Further Update, Washington, Policy Research Working Paper No. 8402, World Bank.

- 21) Yadav, P. and Birla, P.S. (2022), Inclusive Education: Promoting Inclusion and Equity of Underrepresented Groups, University News, Association of Indian University, Vol. 60(10).
- 22) Indo-German Institute of Advance Technology (2020), Impact Assessment Study on Toilets constructed in Govt. Schools of Andhra Pradesh under Swachh Bharat Swachh Vidyalay Abhiyan of Power Corporation Ltd.
- 23) Vashisht, A et.al (2019), School Absenteeism during Menstruation among Adolescent Girls in Delhi, journal of Family and Community medicine, Vol.25(3) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6130156/>
- 24) UN (2013), Inequality matters: Report of the World Social Situation
- 25) CRY (2019), Educating the Girl Child Role of incentivisation and other enablers and disablers.
- 26) Reddy, S. and Sinha, S. (2010), School Dropouts or Pushouts? Overcoming Barriers for the Right to Education, Consortium for Research on Educational Access, Transitions and Equity, National University of Educational Planning and Administration NUEPA, Resercah Monograph No.40
- 27) Drèze and Kindgdon (1999), School Participation in Rural India, London School of Economics
- 28) Mukherjee, D. (2011) Reducing Out of School Children in India: Lessons from a Micro Study, Journal of Educational Planning and Administration, Vol. 25, No. 2
- 29) Sharma, K. and Kannadi , E. (2022), Inclusive Education: Policy Provisions and Challenges, University News, Association of Indian University, Vol. 60(10), pp.60-68.
- 30) Devendra, K.(2008), The Primary Teacher Vol. (33), p.96.
- 31) WEF (2018), <https://www.weforum.org/agenda/2018/11/lack-of-school-toilets-puts-620-mln-children-in-danger-report/>
- 32) Unilever (2021), Dirty school toilets fail our kids, [unilever.com/news/press-and-media/press-releases/2021/dirty-school-toilets-fail-our-kids/](http://unilever.com/news/press-and-media/press-releases/2021/dirty-school-toilets-fail-our-kids/)
- 33) UNESCO (2014), Sustainable Development Begins with education: How education can contribute to the proposed post -2015 goals. <https://sdgs.un.org/sites/default/files/publications/2275sdbeginswitheducation.pdf>
- 34) Annual Status of Education Report, 2018.
- 35) Mohalik, R. (2021), Reorganisation and Merger of Schools at the Elementary level in Jharkhand Views of Stakeholders, Journal of Indian Education, Vol 46(4), pp.133-144.
- 36) Kaul, A. (2015), No proper cleaning of toilets, Primary Teacher, Vol. 40, p.42.
- 37) Kumar, A. and Tanuk, A. (2010), A Study of Sanitation of Toilets in Elementary and Senior Secondary Schools Located in Rural Areas of Uttarakhand State in India, International Journal of Sociology and Anthropology, Vol. 2(8), pp. 178-184.
- 38) Mishra (2013), What's Ailing Primary Education in Rural India: A Case Study of a Government-run Primary School in Allapur Village, Telangana, Economic and Political weekly, Vol 56.(8).
- 39) Domestos: The School Toilet Report 2021.

- 40) Mishra (2021), What's Ailing Primary Education in Rural India: A Case Study of a Government-run Primary School in Allapur Village, Telangana, Economic and Political weekly, Vol 56.(8).
- 41) Birdthistle, I. et al. (2011), What Impact Does the Provision of Separate Toilets for Girls at Schools Have on their Primary and Secondary School Enrolment, Attendance and Completion? A systematic review of the evidence, London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- 42) Kharlukhi, B. (2017), A Study on Implementation of Inclusive Education at the Elementary Level in the North-Eastern Region Unawareness about facilities in school such as hygienic toilets, Indian Educational Review, Vol. 55 (2),p. 130.
- 43) Mojumdar, S. and Manchikanti, S.(2019), Gram Panchayats: Beyond ODF, Yojana63(11), p.19.
- 44) Majra, J.P. and Gur, A. (2010), School Environment and Sanitation in Rural India, J Glob Infect Dis. Vol.2(2),pp. 109–111.
- 45) World Bank Group (2021), Menstrual Health and Hygiene Resource Package : Tools and Resources for Task Teams. p.5  
<https://documents1.worldbank.org/curated/en/497961622035770181/pdf/Tools-and-Resources-for-Task-Teams.pdf>
- 46) Domestos the School toilet Report 2021.
- 47) Adukia, A. (2016), Sanitation and Education, University of Chicago.[https://scholar.harvard.edu/files/adukia/files/adukia\\_sanitation\\_and\\_education.pdf](https://scholar.harvard.edu/files/adukia/files/adukia_sanitation_and_education.pdf)
- 48) Sarkar, M. (2013), Personal hygiene among primary school children living in a slum of Kolkata, India, Prev Med Hyg., Vol. 54(3), pp.153.158.
- 49) Yojana (2018), Vol.62,p.5.
- 50) Ibid
- 51) Yadav, P. and Birla, P. (2022), Inclusive Education: Promoting Inclusion and Equity of Underrepresented Groups, University News, Association of Indian university, Vol.60(10)
- 52) The WHO/UNICEF Joint Monitoring Program (JMP) for Water Supply, Sanitation and Hygiene report – Progress on household drinking water, sanitation and hygiene 2000 – 2020.
- 53) Kharlukhi, B. (2017), A Study on Implementation of Inclusive Education at the Elementary Level in the North-Eastern Region Unawareness about facilities in school such as hygienic toilets, Indian Educational Review, Vol. 55 (2),p. 130.
- 54) The Primary Teacher Volume (2015), Vol.40(1),p.137.
- 55) Ganguli, B. (2021). Menstrual Hygiene Management: Linking with Education and Development. ANTYAJAA: Indian Journal of Women and Social Change, Vol.6,pp. 47–60. <https://doi.org/10.1177/24556327211068298>.
- 56) Sivasubramanian, N.et al.(2022), Boosting Awareness on Healthy Habits among School children in north Gujarat, Bioinformation 18(9), 786-790.
- 57) Iyengar, S. (2019) Sanitising the Country, Yojana, p.28
- 58) Unified District Information System for Education Plus (UDISE+) Report, 2021-22