

PROJECT COMPLETION REPORT

Water Sanitation and Hygiene Program A CSR initiative of DFM Foods Limited

Period: 26th November 2022 to 31st March 2023

Training of School Teachers on Water, Sanitation and Hygiene (WASH) & Menstrual Hygiene Management (MHM)



Message 1





Message 2



Background of the project

The outbreak of infectious diseases such as COVID-19 has highlighted the importance of hygiene practices in preventing the spread of illnesses. Children are particularly vulnerable to infections and illnesses, making it crucial for them to adopt good hygiene practices from an early age. According to the World Health Organization (WHO), poor water, sanitation, and hygiene practices are responsible for the transmission of many diseases, including cholera, diarrhea, and typhoid fever. Children are particularly vulnerable to these diseases, with around 1,000 children dying each day due to preventable water and sanitation-related illnesses.

The situation of water, sanitation, and hygiene (WASH) in schools in India is a mixed one, with significant disparities across different regions and schools. While some schools have access to adequate WASH facilities, others lack basic infrastructure, which can have significant impacts on the health and well-being of students. According to a report by UNICEF, as of 2020, around 47% of schools in India did not have access to basic water supply and sanitation facilities. In rural areas, the situation is even worse, with up to 70% of schools lacking basic WASH infrastructure.

Inadequate WASH facilities in schools can have a significant impact on children's health and well-being. Without safe drinking water and adequate sanitation facilities, children are at risk of contracting water-borne illnesses such as diarrhea and cholera. Poor hygiene practices can also increase the risk of infectious diseases, including respiratory infections and skin diseases. Inadequate WASH facilities in schools can also impact educational outcomes. Without adequate WASH facilities, children may miss school due to illness or lack of access to proper sanitation facilities, leading to reduced academic performance and lower educational attainment.

Efforts are being made to improve the situation of WASH in schools in India. The government has launched the Swachh Vidyalaya (Clean School) program, which aims to improve access to WASH facilities in schools. Under this program, schools are provided with funds to build and maintain toilets, provide access to safe drinking water, and promote good hygiene practices. However, there is still much work to be done to ensure that all schools in India have access to adequate WASH facilities and services. This requires sustained efforts and investments in infrastructure, as well as increased awareness and behavior change campaigns to promote good hygiene practices.

Habitat for Humanity-India has also joined the mission of improve the condition of WASH in schools and communities of India by building accessible sanitation facilities in schools by partnering with Corporate Social Responsibility (CSR) initiatives of various companies. The sanitation complexes built by Habitat for Humanity include separate toilets for boys and girls, hand-washing facilities, and water supply systems. These facilities are designed to be eco-friendly, easily maintainable, and accessible to all students.

Apart from building the sanitation complexes, Habitat for Humanity India also conducts awareness campaigns in schools to promote good hygiene practices among students. These campaigns include workshops, training programs, and awareness drives to educate students on the importance of hand washing, personal hygiene, and environmental sanitation.

Project Intervention Sites

The Training of Trainers (ToT) of school teachers was conducted in three schools in Lucknow , Varanasi, Delhi-NCR, 2 schools in Dehradun and 6 schools in Jaipur district The details are mentioned in the table below:

S.No	Location	Name of School
1.	Delhi-NCR	<ol style="list-style-type: none"> 1. Govt. Junior High School, Moonjkhera, Dankaur, Greater Noida 2. Govt. Sr. Sec. School, New Shiv Vihar Hastal, Uttam Nagar, New Delhi 3. Nagar Nigam Prathmik Vidyalaya, Shiv Vihar, JJ Hastal, Uttam Nagar, New Delhi
2.	Varanasi	<ol style="list-style-type: none"> 1. Govt. Primary School, Manduadih, Varanasi 2. Govt. Primary School, Durgakund, Varanasi 3. Composite School, Dhadhorpur, Varanasi
3.	Lucknow	<ol style="list-style-type: none"> 1. Govt. Primary School, Bahadurpur, Lucknow 2. Composite School, Chandan, Lucknow 3. Composite School, Ghazipur, Lucknow
4.	Dehradun	<ol style="list-style-type: none"> 1. Boksha Janjati Krishak Inter College, Shishambada, Dehradun 2. Shri Guru Ram Rai Public School, Sahaspur, Dehradun
5	Jaipur	<ol style="list-style-type: none"> 1. Govt. Primary School, Sivpura, Jamwaramgarh, Jaipur 2. Govt. Sr. Sec. School, Kharkada, Jamwaramgarh, Jaipur 3. Govt. Sr. Sec. School, Booj, Jamwaramgarh, Jaipur 4. Govt. Sr. Sec. School, Esrawala, Amer, Jaipur 5. Govt. Primary School, Saipura, Jamwaramgarh, Jaipur 6. Government Upper Primary School, Kharkada, Jaipur

Project Outreach

Through the Training of Trainers (ToT) of all the school teachers in 17 schools mentioned above the project aims to reach out to 10,006 students at the schools by ensuring them accessible sanitation units and regular behavior change sessions by the teachers.

Project Timeline

The project began in the month of November 2022 at Govt Junior High School, Greater Noida and concluded in December 2022 at Govt Sr. Sec. School, Uttam Nagar. Conducted 2 sessions in each schools, The detail of timeline is mentioned in the table below:

S.No.	Date	Name of the School
1.	26th November 2022	Govt Junior High School, Dankaur, Greater Noida
2.	19th December 2022	Govt. Primary School, Durgakund, Varanasi
3.	19th December 2022	Govt. Primary School, Manduadih, Varanasi
4.	20th December 2022	Composite School, Dhadhorpur, Varanasi
5.	21st December 2022	Composite School, Ghazipur, Lucknow
6.	21st December 2022	Composite School, Chandan, Lucknow
7.	22nd December 2022	Govt. Primary School, Bahadurpur, Lucknow
8.	22nd December 2022	Boksha Janjati Krishak Inter College, Shishambada, Dehradun
9.	22nd December 2022	Shri Guru Ram Rai Public School, Sahaspur, Dehradun
10.	24th December 2022	Nagar Nigam Prathmik Vidyalaya, Uttam Nagar
11.	26th December 2022	Govt. Sr. Sec. School, Uttam Nagar, New Delhi
12.	13th February 2023	Govt. Primary School, Sivpura, Jamwaramgarh, Jaipur
13.	14th February 2023	Govt. Sr. Sec. School, Kharkada, Jamwaramgarh, Jaipur
14.	15th February 2023	Govt. Sr. Sec. School, Booj, Jamwaramgarh, Jaipur
15.	16th February 2023	Govt. Primary School, Saipura, Jamwaramgarh, Jaipur
16.	17th February 2023	Govt. Sr. Sec. School, Esrawala, Amer, Jaipur
17.	18th February 2023	Government Upper Primary School, Kharkada, Jaipur

Project Rationale:

Protection of children’s rights requires a healthy environment. Every child has the right to survive, grow and develop. Access to safe water and basic sanitation is vital for the realization of each of these rights. Basic sanitation is necessary for children’s health, safety, and development. Without access to sanitation facilities, including clean water and toilets, and without hygienic practices like handwashing with soap, children may get sick. Lack of sanitation can impact their development potential. The **overall rationale of this project is to contribute to the realization of children’s rights to survival and development through increasing equitable and sustainable access to, and use of, safe water and basic sanitation services and promote improved hygiene through behavior change.**

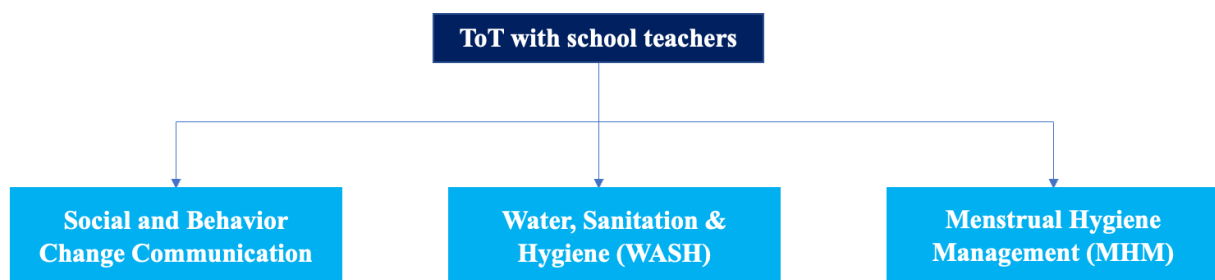
Every child has the right to a quality education, which includes access to drinking water, sanitation, and hygiene (WASH) services while at school. Children spend a significant portion of their day at school, where WASH services can impact student learning, health, and dignity, particularly for girls. The inclusion of WASH in schools in the **Sustainable Development Goals (Goals 4.a, 6.1, 6.2)** represents increasing recognition of their importance as key components of a ‘safe, non-violent, inclusive and effective learning environment’ and as part of ‘universal’ WASH access, which emphasizes the need for WASH outside of the home.

The conditions in schools vary from inadequate to total lack of water and sanitation facilities despite India being declared open-defecation free in 2019, contributing to absenteeism and high dropout rates, especially among girls. The risk of spreading diarrheal and waterborne diseases gets compounded by the lack of regular handwashing and microbial contamination of water in their homes and communities. This practice amounted to tons of faeces introduced daily into the environment, regularly exposing India’s children to excrement through direct contact. The situation contributed to nearly **100,000 diarrheal deaths of children under five years in India.**

Studies have shown that a quarter of all girls in school in India took time off when menstruating because of inadequate gender-specific toilets, non-availability of sanitary pads in schools. (Liverpool School of Tropical Medicine and UNICEF). According to another study, **nearly 22 per cent of schools in India, did not have appropriate toilets for girls and 58 per cent of preschools had no toilet at all (Rapid Survey on Children)**. There are seldom schools in India which are menstrual friendly, or which ensures a conducive environment for menstruating students in schools.

Teachers play an important role in inculcating hygiene appropriate behavior in children at the formative years of their life. Hence, it is imperative to have regular workshops with school teachers around the relevant themes.

Key Themes Covered in the Workshop:



Picture 1 Three key verticals of the workshop

A. Effective use of Social and Behavior change communication:

Covid 19 outbreak has reiterated that response to public health emergencies requires changes in regular behavioral patterns through effective communication. Apart from the mammoth challenge of stopping the outbreak of pandemic another issue was addressing the misinformation to avoid increasing anxieties around the disease outbreak. In this aspect effective dialogue helps in understanding perceptions, tackling misinformation, and adjusting the community's approach accordingly. For diseases like COVID-19 where children are often not familiar with what the disease is and how to prevent and treat it, the behavior change messaging plays a pivotal role in minimizing the further spread damage caused by the outbreak. In this context, it is now empirically proven that basic behavior changes in personal hygiene, community sanitation etc. can better prepare children in dealing with such pandemics.

Behavior Change Communication (BCC) is a communication tool that encourages an individual or community to adopt healthy, beneficial, and positive behavioral practices. Through the interactive BCC process, teachers were capacitated in promoting changes in knowledge, attitudes, norms, and behaviors of students. They were taught creating custom-fitted messages and methodologies training on positive practices to be adopted by students.

Positive behavior change in students on water, sanitation, and hygiene (WASH) is essential topromoting and maintaining good health and hygiene practices in schools and communities. The numerous benefits of positive behavior change in students on WASH were shared with teachers including:

1. Improved Health: Positive behavior change in students on WASH can lead to a reduction in the incidence of water-borne diseases such as diarrhea, cholera, and

typhoid, as well as other illnesses caused by poor hygiene practices. This, in turn, can lead to improved health and well-being among students.

2. **Increased Attendance:** Good WASH practices in schools can reduce absenteeism due to illness caused by poor hygiene practices. When students are healthy, they are more likely to attend school regularly, leading to improved academic performance and higher graduation rates.
3. **Enhanced Learning:** Positive behavior change in students on WASH can also enhance learning outcomes. When students have access to safe water, sanitation facilities, and good hygiene practices, they can focus more on their studies and are less likely to miss school due to illness.
4. **Promotes Gender Equality:** Access to safe and private sanitation facilities is critical for girls to stay in school, particularly during menstruation. Positive behavior change in students on WASH can help create a more gender-equal learning environment.
5. **Contributes to Environmental Sustainability:** Positive behavior change in students on WASH can contribute to environmental sustainability by reducing water consumption, promoting water conservation, and improving wastewater management.
6. **Positive behavior change in students on WASH is essential for promoting health, well-being, and academic success.** It is important to implement WASH programs in schools that aim to promote positive behavior change and provide access to safe water, sanitation facilities, and good hygiene practices. Such programs can lead to better health outcomes, improved attendance and academic performance, gender equality, and environmental sustainability.

B. Water, Sanitation and Hygiene (WASH)

Water, sanitation, and hygiene (WASH) in schools has been widely recognized for its significant contributions to achieving the ambitious Sustainable Development Goals (SDG) – particularly those related to providing access to primary education, reducing child mortality, improving water and sanitation, and promoting gender equality. The combination of adequate water and sanitation facilities, correct behavioral practices and education is critical for securing the good health, learning, and overall development of children. The situation of water, sanitation, and hygiene (WASH) in schools in India is a mixed one, with significant disparities across different regions and schools. While some schools have access to adequate WASH facilities, others lack basic infrastructure, which can have significant impacts on the health and well-being of students. According to a report by UNICEF, as of 2020, around 47% of schools in India did not have access to basic water supply and sanitation facilities. In rural areas, the situation is even worse, with up to 70% of schools lacking basic WASH infrastructure.

Inadequate WASH facilities in schools can have a significant impact on children's health and well-being. Without safe drinking water and adequate sanitation facilities, children are at risk of contracting water-borne illnesses such as diarrhea and cholera. Poor hygiene practices can also increase the risk of infectious diseases, including respiratory infections and skin diseases. Inadequate WASH facilities in schools can also impact educational outcomes. Without adequate WASH facilities, children may miss school due to illness or lack of access to proper sanitation facilities, leading to reduced academic performance and lower educational attainment.

When schools have clean, age-appropriate toilets for both boys and girls, access to clean water, and handwashing facilities and hygienic behaviors, it not only prevents the transmission of

communicable diseases, it contributes to more children attending school and learning. The **latest data from the Government of India's Management Information System (MIS)** for the Ministry of Education shows that nearly half of all schools, in both rural and urban areas in India, lack in basic hand washing facilities in schools. According to the study, **Rapid survey on Children, 56 per cent** of preschools had no water available on the premises. In many rural schools in India, water quality is still a major issue, as many schools do not have adequate water treatment facilities for testing for contaminants like iron, arsenic, or fluoride.

The impact of teachers' efforts to inculcate appropriate WASH practices in children can be significant. Proper WASH practices can reduce the incidence of water-borne diseases, leading to fewer absences from school, better academic performance, and improved overall health and well-being. According to the WHO, improved water, sanitation, and hygiene practices can reduce the incidence of diarrhea by up to 35%.

Through case studies and visuals teachers were made to understand the critical role which they can play in inculcating hygiene practices in children, as they have regular contact with them and can influence their behavior. According to the World Health Organization (WHO), handwashing is the most effective way to prevent the spread of infections and illnesses. However, studies have shown that many children do not wash their hands regularly or properly. This highlights the need for targeted interventions to improve hygiene practices among children.

Teachers were motivated to lead by example and model good hygiene practices themselves. Studies have shown that when teachers incorporate hygiene education into their lessons, children are more likely to adopt good hygiene practices. The impact of teachers' efforts to inculcate hygiene practices in children can be significant. Improving hygiene practices among children can reduce the spread of infections and illnesses, which can lead to fewer absences from school, better academic performance, and improved overall health and well-being. According to the Centers for Disease Control and Prevention (CDC), **handwashing can prevent 1 in 3 cases of diarrhea and 1 in 5 cases of respiratory infections.** This highlights the potential impact of hygiene education on reducing the incidence of illnesses among children.

A set of suggestion to the principal and the school management was also given which comprised of the following:

1. Separate toilets for boys and girls; there needs to be adequate, menstrual hygiene management facilities, private space for changing, adequate water for cloth washing, and disposal facilities for menstrual waste.
2. Sufficient group handwashing facilities that allow groups of 10-12 students to wash their hands at the same time. The handwashing station should be simple, scalable, and sustainable, relying on minimum water.
3. Daily provision of child-friendly and sustainable safe drinking water and adequate water for handwashing. Besides, the provision of safe water for school cleaning and food preparation and cooking. Safe handling and storage of drinking water should be practiced throughout the school.
4. All water, sanitation, and handwashing facilities need to be clean, functional, and well maintained to ensure that the intended results are achieved, and monetary investments made in installing these systems are not lost.

5. Water, sanitation, and hygienic behavior change communication activities should be part of the daily routine of all children. Girls are to be taught menstrual hygiene management by female teachers in a sensitive and supportive manner.
6. Capacities are to be improved at various levels within the sector, to develop the right mix of skills, knowledge, and experience to help, finance, manage and monitor water, sanitation, and hygiene programmes in schools effectively.

C. Menstrual Health & Hygiene Management:

Menstrual hygiene management (MHM) relates to how menstruators manage their monthly period, and require access to information about menstruation, clean and safe menstrual absorbents, and amenities and facilities such as toilets and water, and waste management to maintain hygiene. In general, MHM is poor in India, with low levels of knowledge and many misconceptions, varied use of menstrual absorbents, and unhygienic practices among adolescent girls. With almost 50 per cent of school-aged girls enrolled in schools, creating a conducive environment in schools to promote MHM is imperative.

Menstruation may be a normal, healthy occurrence for girls and women of reproductive age, yet many struggle to manage their monthly period in a safe and hygienic way, resulting in a range of adverse health, social, and educational outcomes. adolescent girls' understanding of menstruation is characterized by poor knowledge and erroneous beliefs about how and why menstruation occurs. Socio-cultural beliefs and taboos surrounding menstruation shape girls' understanding to a large extent, and influence how they deal with it. The deeply entrenched belief that menstrual blood is dirty, impure, or polluting determines how girls manage menstruation including their choice of menstrual-absorbent hygiene practices, and observance of social, religious, and food restrictions.

The inability to manage a normal monthly occurrence such as menstruation has profound physical, mental, social, and economic implications for girls. The inability to maintain adequate menstrual hygiene exposes girls and women to several health risks such as reproductive tract infections, urinary tract infections, restricted food and liquid intake, Anaemia, gender-based violence, and poor mental health. School attendance may suffer with some girls missing school or discontinuing their education altogether and social interactions may be restricted.

Two explanations link menstruation and school absenteeism:

- The **'pull out'** factor – whereby girls remain absent due to painful menses, or due to socio-cultural constraints imposed on them on attaining menarche.
- **'Push out'** factors related to inadequate and/or unacceptable sanitation facilities for girls in schools that hinder their ability to manage menstruation even when schools have toilet facilities, girls may find it difficult to manage menstruation due to the unavailability of disposal mechanisms, and poor water supply for washing or flushing.

A recent survey found that a fifth of schools surveyed in India had no separate toilets for girls. among schools having separate girls' toilets, 13.6 per cent were locked, 13.9 per cent of accessible toilets were not in a condition to be used, and only a little over half of the schools had usable, unlocked toilets.

The teachers were advised to create a menstrual-friendly environment in school so that the menstruating students feel comfortable and confident during their periods. This will ensure that they do not miss classes. They were encouraged to involve male students in this process,

particularly by educating them on menstruation. Through multiple examples of this model following importance of involving male students was given-

Promoting gender equality: By teaching boys about menstruation, we can promote gender equality and help to break down gender stereotypes. Boys can learn that menstruation is a normal bodily function that should not be stigmatized or used to shame girls.

Encouraging empathy and understanding: Boys who are educated about menstruation are more likely to understand the challenges that girls face during their menstrual cycle. This can help to build empathy and understanding and reduce stigma and discrimination.

Supporting girls' education: Girls may miss school or struggle to concentrate during their menstrual cycle due to a lack of menstrual products, inadequate facilities, or social stigma. By educating boys about menstruation, we can help to create a supportive environment in which girls can access the resources they need to continue their education.

Preparing boys for future relationships: Boys who understand menstruation will be better equipped to support their partners, friends, and family members who menstruate. This can help to build healthier relationships and promote open communication about sexual and reproductive health. Overall, educating boys about menstruation is an important step towards promoting gender equality, building empathy, and understanding, supporting girls' education, and preparing boys for healthy relationships in the future. To create a welcoming environment for menstruating students, following key areas were discussed during the session.

Educate students about menstruation: Teachers can help to destigmatize menstruation by talking openly about it in the classroom. This can include explaining the biology of menstruation, addressing common myths and misconceptions, and emphasizing the importance of menstrual hygiene.

Provide menstrual products: Schools should provide free menstrual products (such as pads and tampons) in bathrooms, so that students who menstruate can access them easily and discreetly. Teachers can also keep a supply of menstrual products in their classrooms for emergencies.

Create a welcoming and supportive atmosphere: Teachers can make sure that students who menstruate feel comfortable and supported at school. This can include creating a welcoming atmosphere in the classroom, using inclusive language, and avoiding shaming or stigmatizing comments.

Accommodate students who are menstruating: Teachers can make accommodations for students who are menstruating, such as allowing them to use the bathroom when needed, providing extra time for restroom breaks during class, or allowing them to sit near the bathroom during class.

Address bullying and harassment: Unfortunately, students who menstruate may face bullying or harassment from their peers. Teachers should be vigilant for this type of behavior and take steps to address it when it occurs. Overall, creating a menstrual-friendly environment in schools requires a concerted effort from teachers, administrators, and students. By taking these steps, schools can help to reduce stigma and promote menstrual health and well-being for all students.

In retrospect, the training of school teachers on water, sanitation, and hygiene (WASH) and menstrual hygiene management (MHM) is a crucial step towards promoting a healthier and

safer learning environment for students. Teachers are not only important role models for students but are also responsible for ensuring that WASH and MHM practices are integrated into the school curriculum and daily routines. With this training, teachers can effectively educate and promote good WASH and MHM practices among their students, leading to improved health and wellbeing. Furthermore, the ripple effect of this training extends beyond the school environment and can positively impact the wider community. Overall, the training of school teachers on WASH and MHM is an essential investment in the health and future of our children and communities.

MEGA WASH EVENTS:

WASH mega event was held in Varanasi this event attended by DFM food CSR head Mr. Kajal and Mr. Akilesh. And one mega event was conducted in Jaipur district and 15 more WASH events were conducted in 15 schools in UP, Dehradun, Delhi & Delhi NCR and Jaipur district Under these events Habitat for Humanity India distributed 10006 hygiene Kits to 10006 students.

Hygiene kits distribution details:

Sr. No:	School name	Classes	HKs distributed
1	Govt. Sr. Sec. School, New Shiv Vihar Hastal, Uttam Nagar , New Delhi	6 th to 12 th	3260
2	Nagar Nigam Prathmik Vidyalaya, Shiv Vihar, JJ Hastal, Uttam Nagar, New Delhi	1 st to 5 th	1231
3	Govt Junior High School, Moonjkhera, Dankaur, Greater Noida	1 st to 8 th	100
4	Boksha Janjati Krishak Inter College, Shishambada, Dehradun	9th to 12th	724
5	Shri Guru Ram Rai Public School, Sahaspur, Dehradun	6th to 12th	1200
6	Govt. Primary School, Durgakund, Varanasi	1st-5th	147
7	Govt. Primary School, Manduadih, Varanasi	1st-5th	260
8	Composite School, Dhadhorpur, Varanasi	1st-8th	487
9	Govt. Primary School, Bahadurpur, Lucknow	1st-5th	250
10	Composite School, Chandan, Lucknow	1st-8th	325
11	Composite School, Ghazipur, Lucknow	1st-8th	351
12	Govt. Primary School, Sivpura, Jamwaramgarh, Jaipur	1st-5th	65
13	Govt. Sr. Sec. School, Kharkada, Jamwaramgarh, Jaipur	1st-12th	348
14	Govt. Sr. Sec. School, Booj, Jamwaramgarh, Jaipur	1st-12th	650
15	Govt. Sr. Sec. School, Esrawala, Amer, Jaipur	1st-12th	350
16	Govt. Primary School, Saipura, Jamwaramgarh, Jaipur	1st-5th	33
17	Government Upper Primary School, Kharkada, Jaipur	1st-8th	225
	Total		10006

Annexure 1: Mega Events Photos & News Clips

WASH Mega event conducted in Varanasi



WASH Mega event conducted in Jaipur



Conducted 34 ToT Sessions in 17 schools



बच्चों को स्वच्छता किट वितरित



जमवारामगढ़ (मूदुल पत्रिका)। उपखंड क्षेत्र कि ग्राम पंचायत खवारानीजी के राजकीय प्राथमिक विद्यालय शिवपुरा में शनिवार को स्वच्छता अपनाओ बीमारियां भगाओ स्लोगन की सार्थकता को लेकर छात्र-छात्राओं, कुक कम हेल्पर्स, शिक्षकों व अभिभावकों को हैबिटेट इंडिया के सौजन्य से क्रेक्स केयर्स व नाथ संस्कृति सेवा संस्थान के संयुक्त प्रयासों के माध्यम से स्वच्छता किट वितरित किए।

हैबिटेट इंडिया के प्रतिनिधि प्रमोद बघेल ने बताया कि बहुत से कारणों के चलते ग्रामीण क्षेत्र के विशेषकर राजकीय विद्यालयों में अध्ययनरत विद्यार्थियों को वे सब सुविधाएं मुश्किल से उपलब्ध हो पाती हैं। प्रधानाध्यापक राजकुमार शर्मा ने बताया कि स्वच्छता की आदतों को विकसित कर स्वस्थ जीवन शैली के लिए प्रयास शुरू किया है। जमवारामगढ़ के चुनिंदा राजकीय विद्यालयों में विद्यार्थियों को स्वच्छता किट में एक जोड़ी साबुन, टूथ ब्रश, दो मास्क व एक

सेनेटाइजर की मिनी बोटल तथा कक्षा 6 से 12 तक की छात्राओं को सेनेटरी नेपकिन वितरित किए जा रहे हैं।

प्रधानाध्यापक ने बताया कि हैबिटेट व क्रेक्स केयर्स का यह प्रयास छात्रा छात्राओं को स्वच्छता के प्रति निःसंदेह जागरूक कर पाने में सक्षम होगा तथा स्वच्छ भारत सक्षम भारत के स्वप्न को साकार करने में मददगार होगा इसके साथ ही प्रधानाध्यापक ने हैबिटेट व क्रेक्स केयर्स को इसके लिये साधुवाद देते हुए उनके इन प्रयासों की सराहना की। इस अवसर पर अपनी बचत घर समिति खवारानीजी की ओर से सभी छात्र छात्राओं को प्रातःकाल दूध के साथ नाश्ते के लिए टोस्ट के पैकेट भी वितरित किये। इस अवसर पर प्रमोद बघेल, हेमेंद्र योगी रमजान खान, अमर परमार, शिक्षक गोधा राम रैंगर, प्रबोधक राम किशन माली, स्वयं सेवी शिक्षक अमित जांगिड, कुक कम हेल्पर्स नाथू राम, धौली देवी गुर्जर, अभिभावक अजहर खान, आदि उपस्थित रहे।



180 विद्यार्थियों को हाइजीन किट किए वितरित

पत्रिका न्यूज नेटवर्क

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दौलतपुरा. राजकीय उच्च माध्यमिक विद्यालय ईशारावाला में वाटर सेनेटाइजेशन एवं हाइजीन अवेयरनेस को लेकर कार्यशाला हुई। प्रमोद बघेल ने विद्यार्थियों को दैनिक स्वच्छता, शौचालय, घर की स्वच्छता, हाथ धोने की प्रक्रिया के बारे में जानकारी दी गई। इस दौरान 180 विद्यार्थियों को हाइजीन किट वितरित

किए। बघेल ने विद्यालय में सोलरप्लांट की घोषणा की। इस दौरान सीडीपीओ वीरू चौधरी, पंचायत समिति सदस्य कैलाश इंदौरा, मोहनी पूनिया, अजय कुमार मीणा, तेजाराम सोढ, तेजपाल सोढ, कैलाश नटवाडिया, एसएमसी अध्यक्ष कैलाश सोढ, हनुमान नटवाडिया, अमर सिंह सोढ, शैतान डगर, सांवरमल योगी, हेमेंद्र योगी आदि मौजूद थे।



जयपुर जिला चौमू 26-02-2023

नागरिकों का अच्छा स्वास्थ्य

ईशारावाला : राजकीय उच्च माध्यमिक विद्यालय में वाटर सेनिटाइजे

भास्कर न्यूज | मानपुरा मावेड़ी

नागरिकों का स्वास्थ्य अच्छा होना किसी भी देश की समृद्धि का परिचायक होता है। जहां के नागरिक स्वस्थ होते हैं, वहां के लोग उत्पादक कार्य में अपनी भागीदारी निभाते हैं। इसके चलते अर्थव्यवस्था सुदृढ़ ढर्रे पर चलती है। यह बात ईशारावाला के राजकीय उच्च माध्यमिक विद्यालय में वाटर सेनिटाइजेशन एवं हाइजीन अवेयरनेस को लेकर कार्यशाला में हेबिटेट ह्यूमैनिटी इंडिया के सीएसआर प्रमुख प्रमोद बघेल ने कही। बघेल ने इस अवसर पर विद्यार्थियों को दैनिक स्वच्छता से जुड़ी बातों को लेकर चर्चा की। बघेल ने कहा कि ग्रामीण परिवेश में बालिकाएं एवं महिलाएं स्वास्थ्य को लेकर जागरूक नहीं होती हैं। माहवारी स्वच्छता के मामले में लापरवाही भी उनमें एक प्रमुख मसला है। इसके चलते ग्रामीण क्षेत्र की महिलाओं को बच्चेदानी के आपरेशन तक करवाने पड़ जाते



हैं। विद्यार्थियों को इस अवसर पर दैनिक दिनचर्या में शौचालय, घर की स्वच्छता, हाथ धोने की प्रक्रिया के बारे में जानकारी दी गई। समाज सेवी मोहिनी पूनिया ने इस अवसर पर कहा कि स्वास्थ्य एवं स्वच्छता जागरूकता जीवन का अहम पहलू है। जिसके बारे में खुलकर चर्चा एवं स्पष्ट जानकारी होना आवश्यक है। इस दौरान डीएफएम फूड्स लिमिटेड की ओर से सीएसआर के तहत आये हाइजीन किट का 210 विद्यार्थियों को वितरण किया गया। सीएसआर अधिकारी बघेल ने विद्यालय में नाथ संस्कृति सेवा संस्थान की

प्रेरणा से सोलर प्लांट लगाने की घोषणा की। साथ ही आगामी सत्र में भवन की मरम्मत करवाने का आश्वासन दिया। कार्यक्रम में महिला एवं बाल विकास विभाग अधिकारी वीरू चौधरी, पंचायत समिति सदस्य कैलाश इंदौरा, अजयकुमार मीणा, एसडीएमसी के तेजाराम सोढ, तेजपाल सोढ, वार्ड पंच शैतान सोढ, शंकर सोढ, रामकिशोर सोढ, कैलाश नटवाडिया, एसएमसी अध्यक्ष कैलाश सोढ, हनुमान नटवाडिया, अमरसिंह सोढ, शैतान डगर, सांवरमल योगी, हेमेंद्र योगी आदि मौजूद थे।

ToT Session in Varanasi



Distributed 10006 Hygiene kits through WASH events in 17 Schools



End of Report