



A case study on Boys Middle School, No. 40, CRP Lines, Indore

“We forget that the water cycle and the life cycle are one”

~ Jacques Crustoe

CRP Lines Boys MS No. 40 was established in 1956. Over the past sixty years of its existence, not much has changed in the ways school functions and facilities that were constructed for students' well-being. The inception of Project FLOW has come as a boon for the school and its students. Mr Ashok Kumar Thandele, the Principal of the school since 2011 believes that such programs add to the welfare and education of the students. He has been very supportive of the project since its initiation in 2015.

Prior to Project FLOW, no interventions related to water was undertaken within the school. TERI's interventions has not only provided the students with the appropriate knowledge on water, sanitation and hygiene but also provided the school with infrastructure like drinking water station which was an absolute necessity. Earlier the school had only one drinking water tap which meant long queues to drink water or the day ended in fighting over a single chance to earn an opportunity to drink water. But now with the construction of drinking water station with multiple taps, students do not have to wait to quench their thirst.



Students at the drinking water station constructed as part of Project FLOW



Students explaining the usage of water and methods of water conservation through a painting.

As part of the project, knowledge workshops on water reiterated the need to conserve water, especially in a city like Indore which faces acute problems of water scarcity during summers. Non formal education methodology is adopted during the process of sensitization in order to make the students aware about such challenges in a creative way. Involving students in activities such as drawing, painting, group work, etc triggers the learning capacities and help a child remembers the learnings for a longer duration. After the workshops, students have made efforts to ensure that they do not waste water and also ensured that their peers and juniors understand the

same concepts and partner with them in bringing about a small yet strong change within their school premise. Similarly, another attraction during the knowledge workshop was learning

how to test your own drinking water through TERI's unique and portable drinking water testing kit which is provided to the school.

Project FLOW has provided the students with an opportunity to learn and be curious about the environment. This is a blessing for these students who come from marginalized section of the society. Students look forward to the workshops and the activities with enthusiasm and are eager to learn something new every time the project team visits the school. Mr Thandele hoped that the workshops and activities will continue to motivate students and help build a better society for them in times to come.