केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation Under the Ministry of Education, Govt. of India)

CBSE/DIR(ACAD)/2022

January 27, 2022
Circular No. Acad-14/2022

All Heads of the Schools affiliated with CBSE

Subject: Swachh Vidyalaya Puraskar (SVP) 2021-22 – reg.

The Swachh Vidyalaya Puraskar (SVP) was instituted in 2016-17 by the Ministry of Human Resource Development (now Ministry of Education), Department of School Education andLiteracy, Government of India to recognize, inspire and celebrate excellence in sanitation and hygiene practices in schools. The explicit purpose of the awards is to honour schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign.

Key objectives of Swachh Vidyalaya Puraskar

1. To recognize, inspire and celebrate excellence in sanitation and hygiene.
2. To honour schools that have undertaken significant steps towards fulfilling the mandate ofthe Swachh Vidyalaya Campaign and adhering to the standards of hygiene and cleanliness.
3. To promote sustainable practices of improved water sanitation and hygiene in schools.

Essential elements of SVP 2021-22

1. Water
2. Sanitation
3. Handwashing with Soap
4. Operation and Maintenance
5. Behaviour Change Activities & Capacity Building
6. "COVID-19 preparedness and response" (newly added in view of the COVID pandemic)

The complete information and guidelines are available at the following link:
https://swachhvidyalayapuraskar.com/
The guidelines and information are also enclosed for ready reference.

School heads are requested to participate in these awards. The schools can apply for the awardsonline at the link https://school.swachhvidyalayapuraskar.com/signup **from January till March 2022**.

Encl. As above

Dr. Joseph Emmanuel
Director (Academics)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan,18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area,Noida-201309
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
5. The Director (Exam. & Scholarship), HRDD Department, Gangtok, Govt. of Sikkim, Sikkim –737101
6. The Director of Secondary Education, Department of Education, Govt. of Arunachal Pradesh, Itanagar – 791111. Mob: 08794812121
7. The Director (Education), Directorate of Education VIP Road, Port Blair, A&N Island – 744103
8. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector -3, Rohini, Delhi
9. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
10. The Director AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202,Shankar Vihar (Near APS), Delhi Cantt-110010
11. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India, Shastri Bhawan, A – Wing, Dr. Rajendra Prasad Road, New Delhi,110001
12. The Joint Secretary (BR/CER/Sainik Schools), Sainik Schools Society, Room No. 108 (I), South Block, New Delhi-110001.
13. The Chairman, Odisha Adarsha Vidyalaya Sangathan (OAVS), N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005.
14. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective Regions
15. All Joint Secretary/ Deputy Secretary/ Assistant Secretary/SPS / Analyst, CBSE
16. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
17. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
18. In-Charge, Library
19. The Head (Media & Public Relations), CBSE
20. DS to Chairman, CBSE
21. SPS to Secretary, CBSE
22. SPS to Director (Academics), CBSE
23. SPS to Director (Information Technology), CBSE
24. SPS to Controller of Examinations, CBSE
25. SPS to Director (Training and Skill Education), CBSE
26. SPS to Director (Professional Examinations), CBSE
27. SPS to Director (CTET), CBSE
28. SPS to Director (EDUSAT), CBSE
29. Record File

Director (Academics)

Swachh Bharat Swachh Vidyalaya

A National Mission

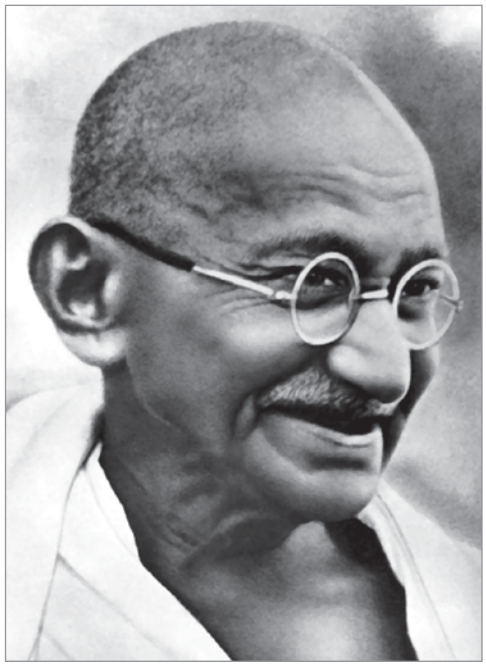
सत्यमेव जयते

Ministry of Human Resource Development
Government of India

पढ़े चलो, बढ़े चलो

RIGHT TO EDUCATION
SARVA SHIKSHA ABHIYAN
EDUCATION FOR ALL

मध्याह्न भोजन योजना
Mid Day Meal Scheme



"Sanitation is more important than independence."

– Mahatma Gandhi Ji

He made cleanliness and sanitation an integral part of the Gandhian way of living. His mission was total sanitation for all.

"…….. I want to make a beginning today itself and that is – all schools in the country should have toilets with separate toilets for girls. Only then our daughters will not be compelled to leave schools midway. Our parliamentarians utilising MPLAD fund are there. I appeal to them to spend it for constructing toilets in schools for a year. The government should utilise its budget on providing toilets. I call upon the corporate sector also to give priority to the provision of toilets in schools with your expenditure under Corporate Social Responsibility. This target should be finished within one year with the help of state governments and on the next 15th August, we should be in a firm position to announce that there is no school in India without separate toilets for boys and girls."

– Shri Narendra Modi, Prime Minister
Independence Day, August 15, 2014

"Educating girls is my priority. I have noticed that girls drop out of schools by the time they reach class 3rd or 4th just because schools don't have separate toilets for them. They don't feel comfortable. There should be toilets for boys and girls in all schools. We should concentrate on girl students not quitting schools."

– Shri Narendra Modi, Prime Minister
Teachers' Day, September 5, 2014

Shri Narendra Modi
Hon'ble Prime Minister of India

सत्यमेव जयते
Government of India

Smt. Smriti Zubin Irani
Hon'ble Union Minister for HRD

Swachh Bharat Swachh Vidyalaya

A National Mission

Clean India: Clean Schools

A Handbook

Ministry of Human Resource Development
Government of India

पढ़े चलो, बढ़े चलो
RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

RIGHT TO EDUCATION
SARVA SHIKSHA ABHIYAN
EDUCATION FOR ALL

मध्याह्न भोजन योजना
Mid Day Meal Scheme

Contents

Swachh Bharat
Swachh Vidyalaya

Water, Sanitation and Hygiene in Schools

Swachh Bharat: Swachh Vidyalaya is the national campaign driving 'Clean India: Clean Schools'. A key feature of the campaign is to ensure that every school in India has a set of functioning and well maintained water, sanitation and hygiene facilities. Water, sanitation and hygiene in schools refers to a combination of technical and human development components that are necessary to produce a healthy school environment and to develop or support appropriate health and hygiene behaviours. The technical components include drinking water, handwashing, toilet and soap facilities in the school compound for use by children and teachers. The human development components are the activities that promote conditions within the school and the practices of children that help to prevent water, hygiene and sanitation related diseases.

School sanitation and hygiene depend on a process of capacity enhancement of teachers, community members, SMCs, Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs) and education administrators. Water, sanitation and hygiene in school aims to make a visible impact on the health and hygiene of children through improvement in their health and hygiene practices, and those of their families and the communities. It also aims to improve the curriculum and teaching methods while promoting hygiene practices and community ownership of water and sanitation facilities within schools. it improves children's health, school enrolment, attendance and retention and paves the way for new generation of healthy children. It is the role of policymakers, government representatives, citizens and parents to make sure that every child attends a school that has access to safe drinking water, proper sanitation and hygiene facilities. This is every child's right.

The benefits of water sanitation and hygiene to school children

- The provision of water, sanitation and hygiene facilities in school **secures a healthy school environment** and protects children from illness and exclusion. It is a first step towards a healthy physical learning environment, benefiting both learning and health. Children who are healthy and well-nourished can fully participate in school and get the most from the education. Hygiene education in schools help promote those practices that would prevent water and sanitation related diseases as well as encourage healthy behaviour in future generations of adults.
- Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are not private, not safe or simply not available. When schools have appropriate, gender-separated facilities, an obstacle to attendance is removed. Thus having gender segregated toilets in schools **particularly matters for girls**. Gender norms and physiology make privacy more important for girls than boys, and biological realities mean that girls need adequate sanitary facilities at school to manage menstruation. Basic facilities that provide for good hygiene and privacy, along with sensitive health promotion assist girls to stay in school and complete their education.
- Hygiene in school also supports **school nutrition**. The simple act of washing hands with soap before eating the school mid day meal assists to break disease transmission routes. Children get the nutritional benefits intended, rather than ingesting bacteria, germs and viruses. Studies show that when hand washing becomes part of a child's daily routine the benefits to health are evident and the practice does not easily fade.[1] School is therefore an ideal setting for teaching good hygiene behaviours that children can also carry home.

[1] Valerie A. Curtis, Lisa O. Danquah, and Robert V. Aunger (2009). Planned, motivated and habitual hygiene behaviour: an eleven country review. Health Educ. Res. 24: 655-67

- Having safe water, toilet and hygiene facilities in schools **promotes equity**. All children are equal in their right to access to safe drinking water, sanitation and hygiene facilities, and all children gain benefits through the improved hygiene practices promoted in schools. By providing gender-segregated toilets, students are assured of privacy and dignity, a particularly important factor for girls' school attendance. By providing inclusive and accessible facilities, children with special needs are able to attend school and further contribute to the development of their society.
- Having a clean school fosters a child's pride in his or her school and community. It enables every child **become an agent of change** for improving water, sanitation and hygiene practices in their families and within their community. School water and sanitation clubs encourage students to participate in taking care of latrines and handwashing stations, and in providing safe water where necessary. Club members create rotating lists of responsibilities, sharing sanitation- and water-related chores among both boys and girls. This also fosters pride and ownership, and it counteracts the belief that these tasks are only for women and girls or particular social groups.
- **Children with disabilities** are also vulnerable to dropping out of school. Accessible school facilities are a key to school attendance for children with disabilities. An effective water, sanitation and hygiene programmes seeks to remove barriers by promoting inclusive design – user-friendly, child-friendly facilities that benefit all users, including adolescent girls, small children and children who are sick or disabled. Toilets and handwashing facilities,for example, need to be customised to fit children's smaller size, and water, sanitation and hygiene facilities that are traditionally designed for the 'average' child must consider the fact that children have a wide range of abilities and needs. The most cost-effective way to improve access for all children is to incorporate accessibility into the design from the outset, rather than making expensive changes later. To make sure facilities are accessible, it is essential to involve children with disabilities in the design process. The cost of making inclusive facilities is minimal compared to the costs of exclusion.

"Before construction of this school toilet I used to miss the class a week every month during the menstrual period and hesitated coming to school because I had to go to home for urination during the school time. Now separate clean toilet for girl is in the school I enjoy coming to school every day. I motivated my father to have a toilet at home which he constructed after taking loan from the neighbour."

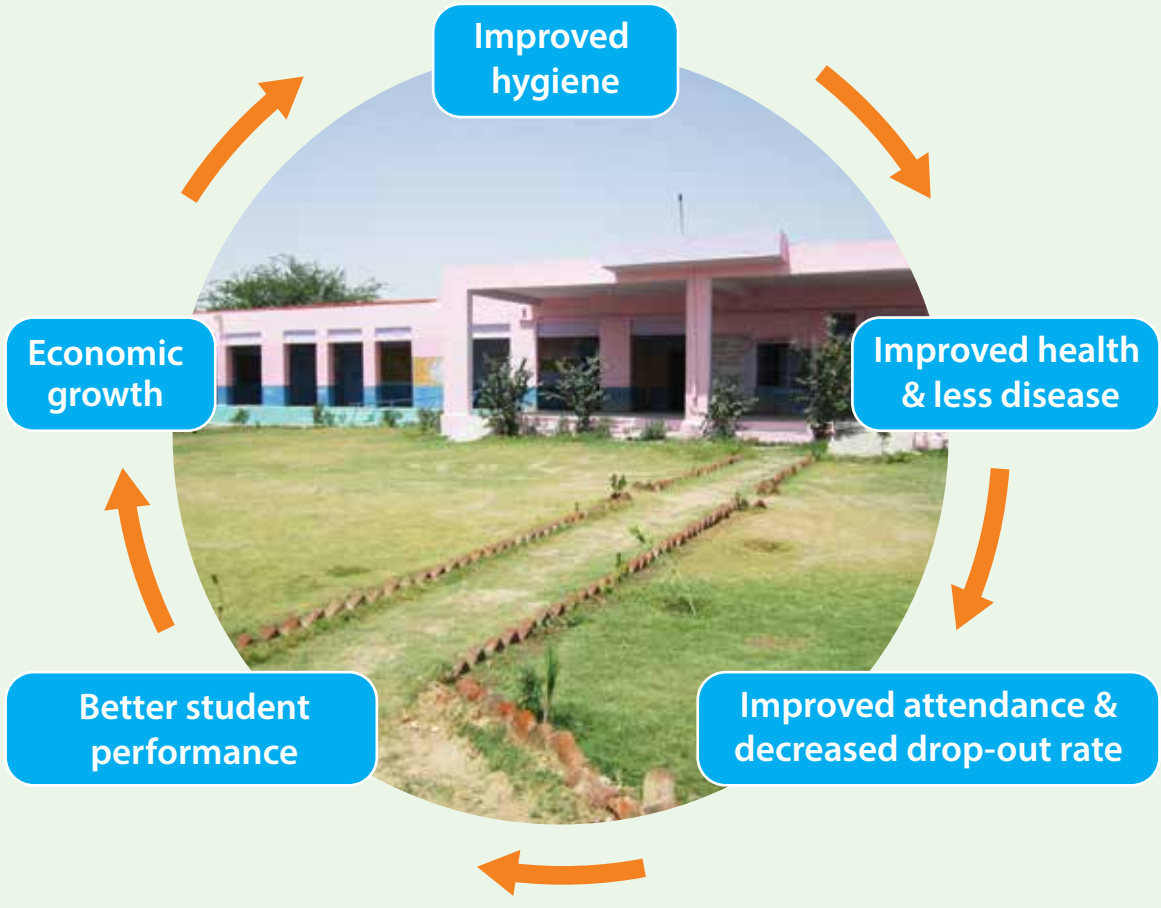
– Ms. Tulsi Prajapati, Student of Class 8
Haripur Upper Primary School, Guna, Madhya Pradesh

Box 1.1: A clean and healthy school creates a cycle of opportunities

Water, sanitation and hygiene is an investment in school children and the health of future generations. It helps children realise their full potential and prepares them for a healthy adult life, which can contribute to the growth of the nation

Handwashing can reduce diarrhoea by more than 30 per cent and respiratory infections incidence by 16 per cent

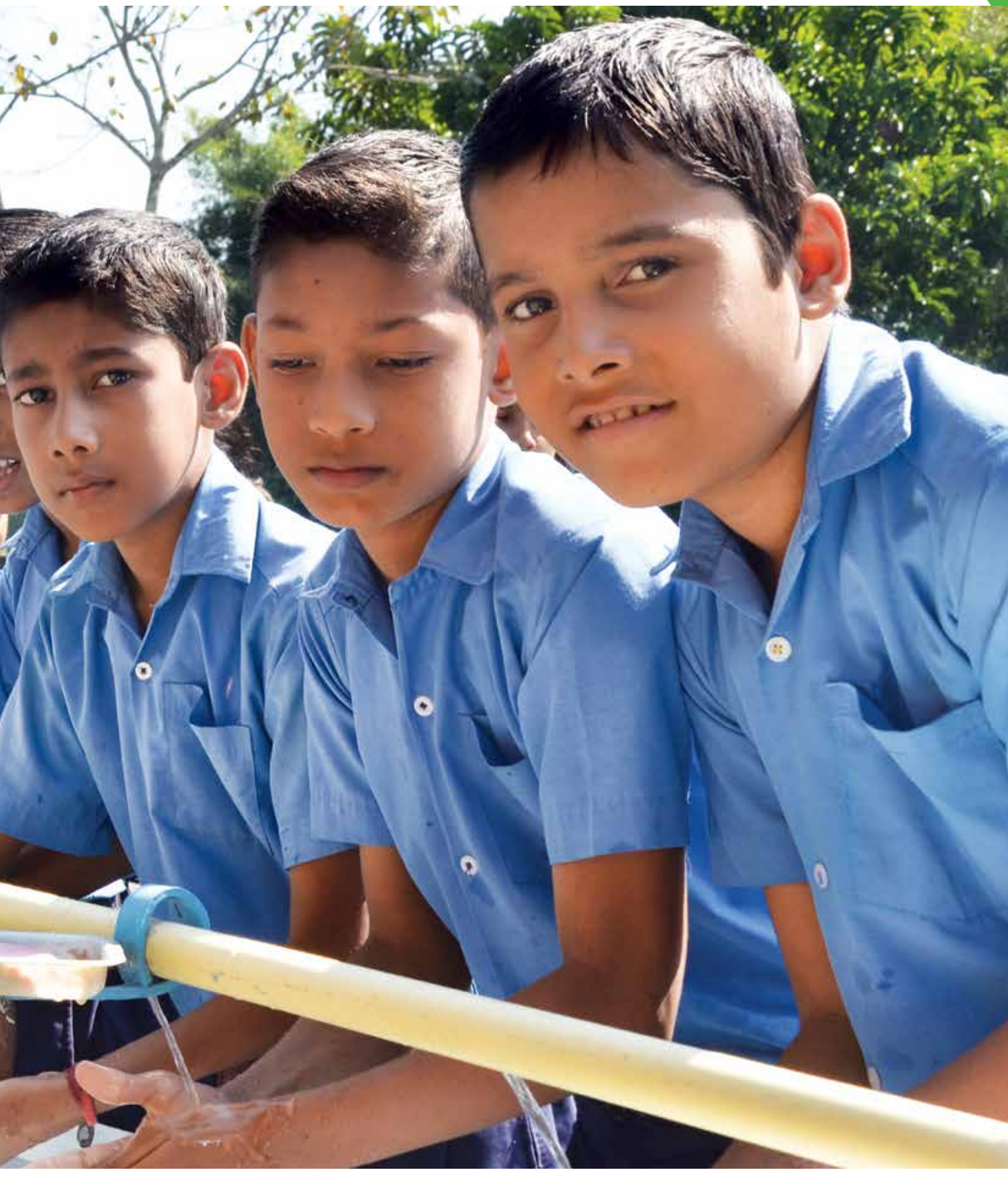
Better water, sanitation and hygiene in schools provides healthy and secure school environments that can protect children from illness. A child's memory, executive function, language and problem solving skills as well as attention span respond positively when healthy



Failing to curb the spread of disease threatens children's cognitive development and allows a recurrent cycle of missed school, poorer school performance and increased poverty

With gender-segregated toilets, inclusive and accessible facilities, students are assured of privacy and dignity and children with special needs can attend school. When girls have access to safe and clean toilets and water at school, they are less likely to miss school while menstruating

Children washing hands with soap before mid day meal in Sajjanpara School, Kamrup District, Assam



Box 1.2: Some facts about water, sanitation and hygiene in schools

Research shows that the presence of water, sanitation and hygiene in schools results in a number of benefits for children, especially girls and also their teachers.

- An overall increase in enrolment by 12 per cent in primary schools (Grades 1-5) and 8 per cent in upper-primary schools (Grades 6-8), leading to lower dropout rates.
- Increased female enrolment with younger girls and boys experiencing larger benefits than older children.
- Increased retention of female teachers; and
- More students presenting for exams with higher pass rates.[2]
- In Alwar District, India, school sanitation increased girl's enrolment by one-third, and improved academic performance for boys and girls by 25 per cent (UN-Water 2008).

Water, Sanitation and Hygiene: Few Global Evidences

- A study undertaken in Bangladesh revealed an 11 per cent increase in girls' enrolment mainly due to the provision of sanitary latrines. (IRC 2007).
- A water, sanitation and hygiene in schools evaluation in Kenya indicated that girls were absent less in schools where there was more handwashing and a very high toilet use. The association suggests that in one way or another, the successful implementation of the Water, Sanitation and Hygiene Package in a school can significantly reduce girls' absenteeism, a substantial and highly desirable impact from the project (IRC 2009a).

When water, sanitation and hygiene are missing from a girl's school experience, studies indicate that:

- Up to 12 per cent of the school year missed by girls is during their menstruation (WHO 2009).
- In Uganda, 1 in 3 girls missed all or part of a school day during their menstrual cycle (Kirk and Sommer 2006).

Source: U-DISE, 2013-14, NUEPA, New Delhi

Benefits of Handwashing

- Handwashing at critical times – including before eating or preparing food and after using the toilet – can reduce diarrhoea rates by almost 40 per cent (3IE 2009).
- Handwashing in institutions such as primary schools and daycare centres reduce the incidence of diarrhoea by an average of 30 per cent (Cochrane 2008).
- Handwashing promotion in schools can play a role in reducing absenteeism among primary school children. In China, promotion and distribution of soap in primary schools resulted in 54 per cent fewer days of absence among students compared to schools without such an intervention (Bowen et al 2007).




[2] http://scholar.harvard.edu/files/adukia/files/adukia_sanitation_and_education.pdf

Key Commitments for Swachh Vidyalaya

India's strong commitment to providing schools with adequate water, sanitation and hygiene facilities is supported by legislation and is championed by the Honourable Prime Minister and supported by the Right to Education Act (2009) which necessitates ensuring drinking water and sanitation facilities in schools. The national flagship programmes, Sarva Shiksha Abhiyan (SSA) and the Nirmal Gram Puraskar also support this requirement. The Ministry of Drinking Water and Sanitation (MDWS) national sanitation guidelines provide for additional sanitation facilities in schools, including incinerators for menstrual hygiene management through the NGP incentive. Following are the key policy initiatives by Government of India.

Constitution

- Article 21-A "free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right".

Legislation

- Right of Children to Free and Compulsory Education (RTE) Act, 2009.
- The RTE Act 2009 provides a legally enforceable rights framework with certain time targets that Governments must adhere to. The Schedule to the RTE Act lays down the norms and standards *(including drinking water and sanitation)* for a school building. A school building has to be an all-weather building comprising at least one classroom for every teacher, **barrier free access, separate toilets for boys and girls, safe and adequate drinking water facility for all children.**
- Supreme Court directive to all states to prioritise school toilets and drinking water.

Policies and programmes

- **Sarva Shiksha Abhiyan (SSA),** is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time bound manner. Water, sanitation and hygiene infrastructure facilities are provided in all new schools.
- The mid day meal Programme is a nutrition programme which reaches almost 10 crore children daily, in 12 lakh schools. Group handwashing with soap before mid day meal is promoted across the country in order to enhance the nutritional outcomes.
- **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** launched by Ministry of Human Resource Development, March, 2009, to enhance access to secondary education and to improve its quality. Besides it also lays emphasis on secondary schools to conform to prescribed norms of providing access to quality physical infrastructure like good classrooms, quality toilet infrastructure and drinking water provisions, and norms of removing gender, socio-economic and disability barriers.
- **Kasturba Gandhi Balika Vidyalaya (KGBV)** aims at ensuring access and quality education to girls from disadvantaged groups belonging to SC and ST population, by setting up residential schools at upper primary level. Infrastructure support to these centres includes safe drinking water and toilet facilities as per the prevailing SOR rates.

A beautifully designed toilet infrastructure built by Panchayats in Mirzapur district, Uttar Pradesh

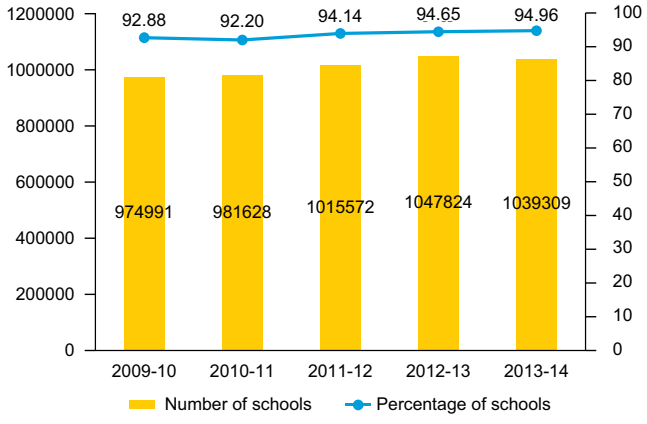
Simple handwashing infrastructure and dedicated time before mid day meal in daily schedule, in Madhya Pradesh, ensures all children wash hands

Status of Water, Sanitation and Hygiene in Schools

The provision of drinking water and toilet facilities in schools has steadily increased over the last few years. However much more needs to be done to meet basic quality and adequacy norms and to improve equitable access. Above all, water and sanitation facilities must be used every day and for this to happen these facilities must be functional – and this includes the provision and maintenance of handwashing with soap facilities.

Status of Drinking Water in Schools

Figure 2.1: Status of Drinking Water in Schools

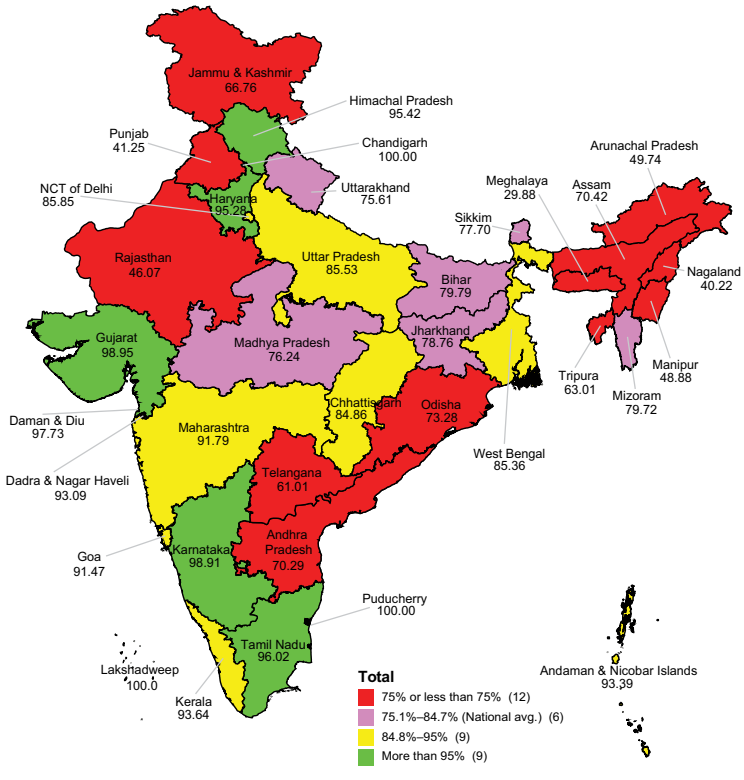


Source: U-DISE, 2013-14, NUEPA, New Delhi

Box 2.1: DISE statistics for drinking water in schools, 2013-2014

- The number of government schools in the country having drinking water facility has increased from nearly 0.9 million (83%) in 2005-06 to 1.03 million (95%).
- 193 million children in schools have access to drinking water facilities, however 5 million (5%) children still do not have access to this facility.

Figure 2.2: State-wise Functionality of Drinking Water Facilities in Schools in India



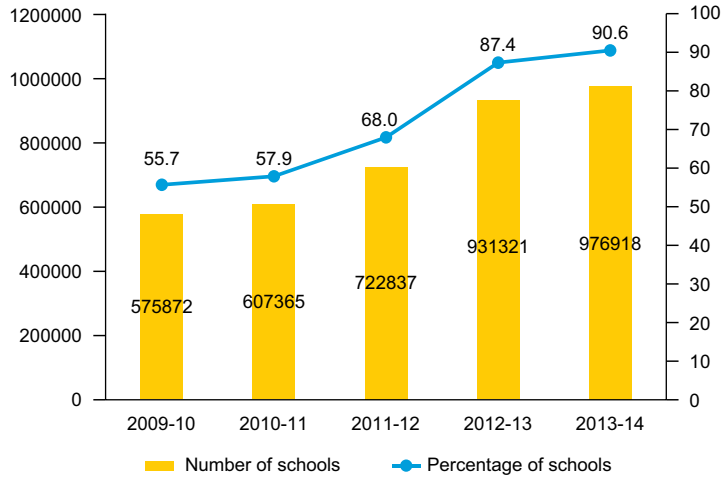
Source: U-DISE, 2013-14, NUEPA, New Delhi

Status of Sanitation in Schools

Girls' Toilet

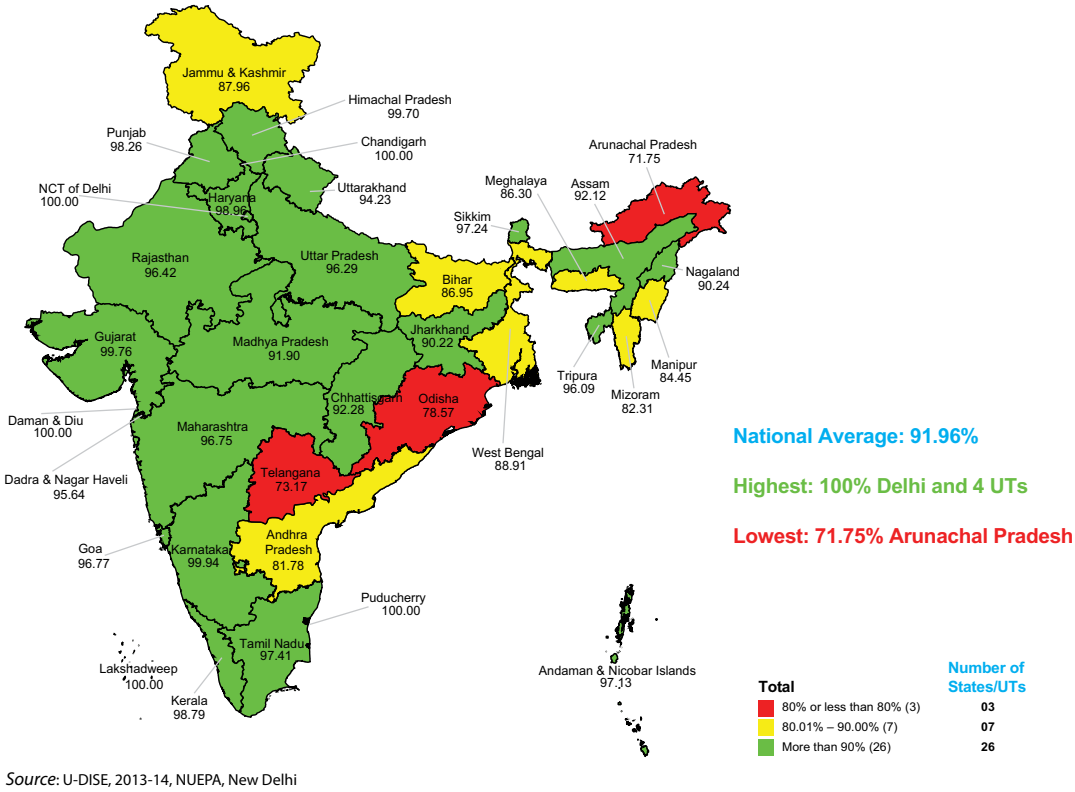
The number of schools having separate toilet facilities for girls has increased from 0.4 million (37%) in 2005-06 to almost 1 million in 2013-14 (91%). However, there are disparities within states in terms of access, coverage and functionality that needs to be noted while planning for the Swachh Vidyalaya campaign.

Figure 2.3: Status of Girls Toilet in Schools



Source: U-DISE, 2013-14, NUEPA, New Delhi

Figure 2.4: State-wise Functionality of Separate Toilets for Girls in Schools in India

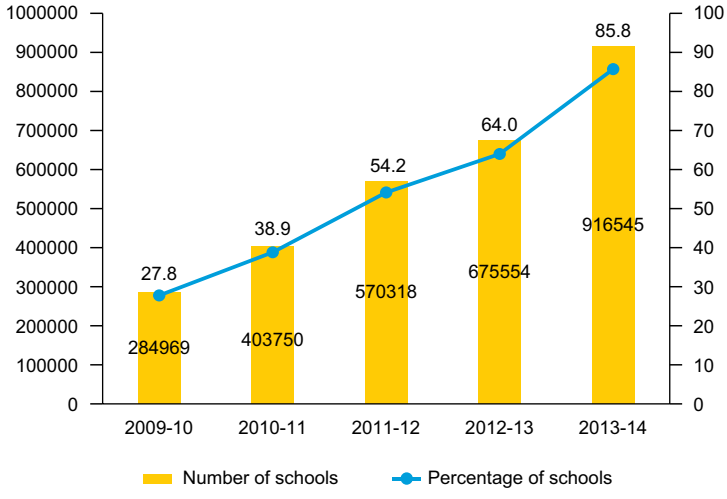


Source: U-DISE, 2013-14, NUEPA, New Delhi

Boys' Toilet

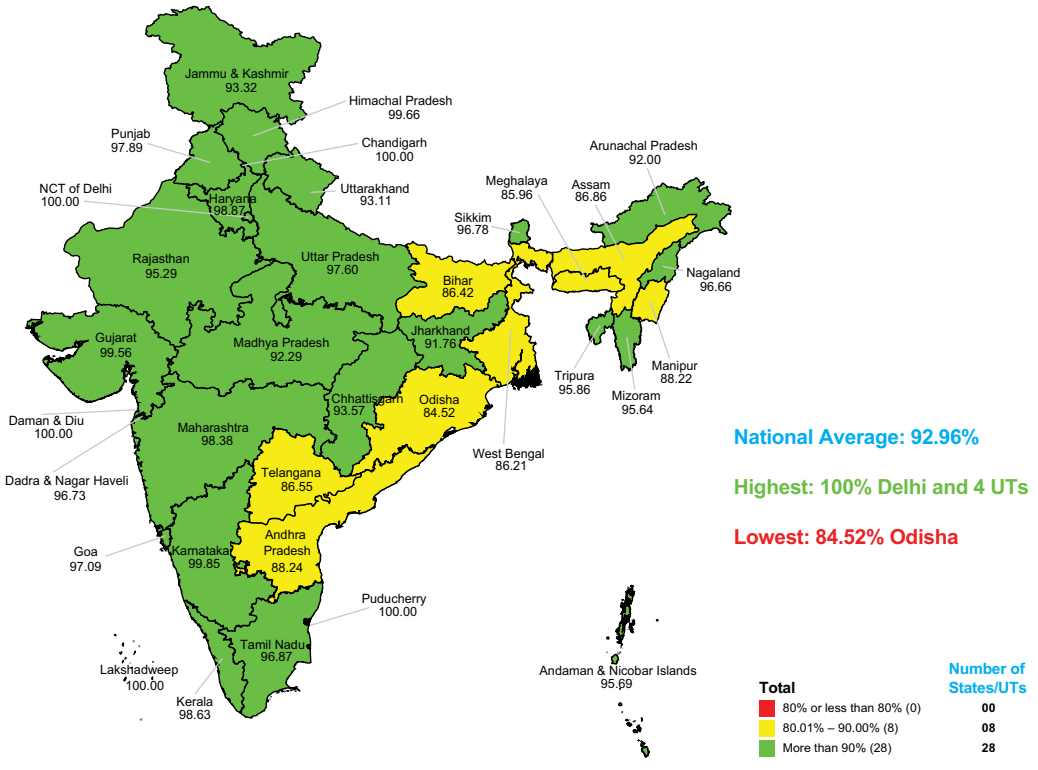
The number of government schools having separate toilet facilities for boys has increased from 0.4 million (31%) in 2005-06 to 0.8 million (85%) in 2013-2014.

Figure 2.5: Status of Boys Toilet in Schools



Source: U-DISE, 2013-14, NUEPA, New Delhi

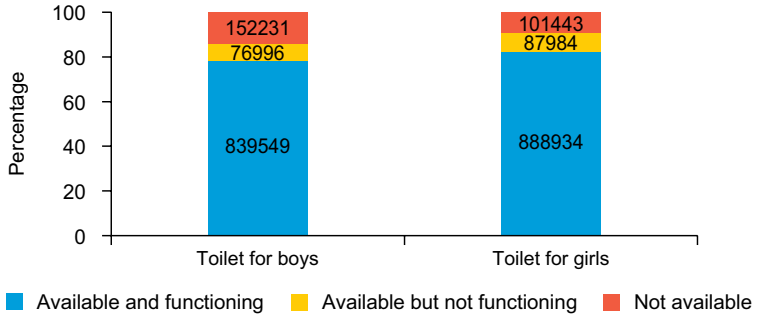
Figure 2.6: State-wise Functionality of Separate Toilets for Boys in Schools in India



Source: U-DISE, 2013-14, NUEPA, New Delhi

The Functionality Gap

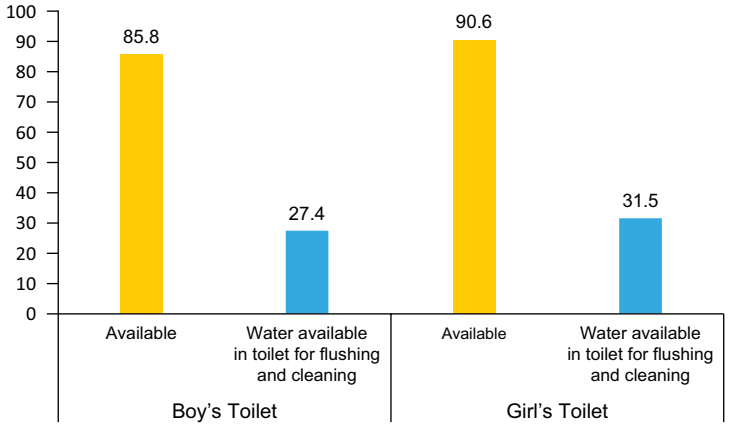
Figure 2.7: State-wise Functionality of Sanitation Facilities in Schools in India



Source: U-DISE, 2013-14, NUEPA, New Delhi

- The coverage of schools with drinking water and toilet facilities has improved. However, poor operation and maintenance of these facilities are undermining sustained coverage, resulting in loss of investments. For example, lack of dedicated funds for operation and maintenance, weak management and poor water availability inside toilets, all contribute to dysfunctional, unusable toilets.
- Poor quality of construction and low compliance with standards and norms reduces the life of infrastructure.

Figure 2.8: Availability of Water for Cleaning and Flushing of Toilets, Still a Major Issue



Source: U-DISE, 2013-14, NUEPA, New Delhi

Lack of water in toilets and poor maintenance lead to dysfunctional toilets and water points and thus loss of any investments

Hygiene and especially handwashing with soap in all schools before the mid day meal remains a challenge. Group handwashing facilities and soap, systematic behaviour change initiatives are required, to sustain changes in practices and behaviours amongst students. Menstrual hygiene management is missing in majority of schools. This includes gender friendly infrastructure, access to sanitary products and their disposal mechanisms and timely and appropriate hygiene education.

Status of Hygiene in Schools

Figure 2.9: Percentage of Schools with a Designated Handwashing Space

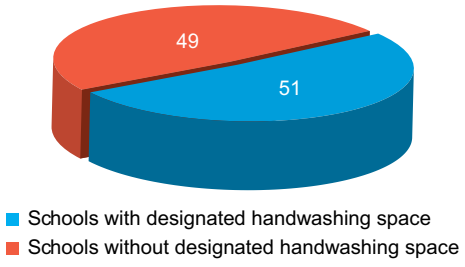
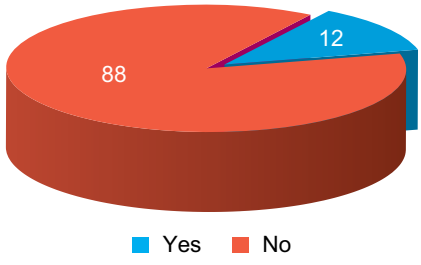


Figure 2.10: Percentage of Schools with Soap for Handwashing



Source: U-DISE, 2013-14, NUEPA, New Delhi

Findings of an assessment conducted in 540 schools in nine states in India on Mid Day Meal (MDM) Programme reveal that:

- Only (51%) of the schools have a designated handwashing space and in 44 per cent of the schools observed, the handwashing space was being used.
- Only close to one in ten (12%) of schools had soap/detergent available at the handwashing space.
- Nearly half (49%) of the students washed their hands using only water. Only two out of five (42%) students use soap/detergent. (*Source:* Hygiene Practices in Schools during mid day meals, UNICEF-India Study 2009).
- Survey conducted in 392 schools in seven states in India reveal that nearly one third (32%) of the children wash hands with soap before eating. (*Source:* PAHELI Survey by Pratham under United Joint Programme on Convergence (UNJPC), 2012.

Achieving health and educational outcomes through a combination of clean school, clean hands and a nutritious mid day meal

Children expressing innovative thoughts on school water, sanitation and hygiene, in a painting competition

Swachh Vidyalaya – The Essential Elements

Every school in the country must have a set of essential interventions that relate to both technical and human development aspects of a good Water, Sanitation and Hygiene Programme. Following is a set of these essential elements:

Sanitation

- Separate toilets for boys and girls, with one unit generally having one toilet (WC) plus 3 urinals. The ratio to be maintained is preferably one unit for every 40 students.
- Menstrual hygiene management facilities including soap, adequate and private space for changing, adequate water for cloth washing and disposal facilities for menstrual waste, including an incinerator and dust bins.

Daily handwashing with soap before mid day meal

- Sufficient group handwashing facilities allowing groups of 10-12 students to wash hands at the same time. The handwashing station should be simple, scalable and sustainable, relying on usage of minimum water. These handwashing facilities can be developed using local materials.

  Group handwashing with soap sessions are conducted before the mid day meals are served, and are supervised by teachers, who emphasise good handwashing techniques. The handwashing sessions are used as an opportunity for delivering hygiene messages, especially the message that hands should be washed at two critical times: before eating and after using the toilet. The sessions can also be used to deliver messages on sanitation and drinking-water safety. Adequate time allocation (preferably 10-12 mins) before the mid day meal time, to ensure that every child and teacher can wash hands with soap, conveniently.

Drinking water

- Daily provision of child-friendly and sustainable safe drinking water and adequate water for handwashing. In addition water for school cleaning and also food preparation and cooking. Safe handling and storage of drinking water should be practised throughout the school.

Operation and maintenance (O&M)

- All water, sanitation and handwashing facilities need to be clean, functional and well maintained to ensure that the intended results are achieved and capital investments made in installing these systems are not lost. **Annual Maintenance Contracts** can be issued, which will include regular maintenance of facilities, regular supply of cleaning materials, consumables like soap, disinfectants, brooms, brushes, buckets etc. The AMC may include identification of repair tasks and arrangement for repair facilities. Alternatively some local arrangements can be made, which can include appointment of local sweepers/cleaners, appointed by the school/district, who are provided with a regular supply of consumables.
- Regular/daily inspection of water and sanitation facilities by an appropriate group of persons as appointed by the SMC.

Behaviour change activities

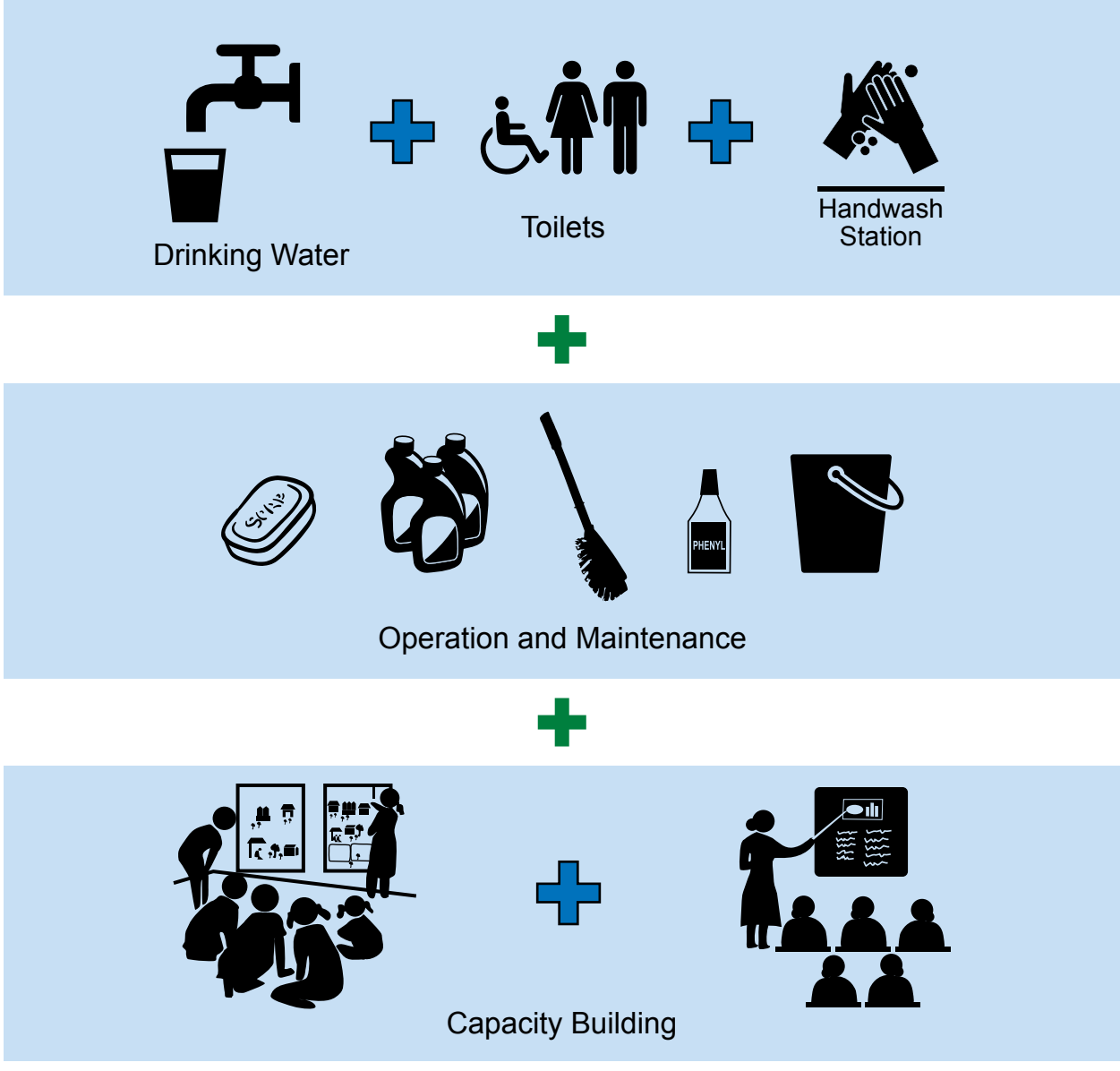
- Water, sanitation and hygiene behaviour change communication activities should be part of the daily routine of all children. Hygiene messages may be integrated into the textbook curriculum or may be imparted through supplementary reading materials, activity based learning methodologies or even during the morning assembly sessions.

- Girls must be taught menstrual hygiene management by female teachers in a sensitive and supportive manner and also take steps to encourage and support girls during menstruation so they do not miss school. This involves menstrual hygiene education sessions at school, along with steps to ensure that girls have a private place to wash and change their clothes. Existing facilities will be used in some cases; in other situations, a new facility will need to be constructed. Other steps that can be taken to support girls include stockpiling extra sanitary pads and clothes (such as school uniforms) for emergencies, along with enhanced training programmes for teachers.

Enhanced capacities

- It is essential that capacities are improved at various levels within the sector, to develop the right mix of skills, knowledge and experience to facilitate, finance, manage and monitor water, sanitation and hygiene programmes in schools effectively. For example teachers and SMCs need to understand ways of ensuring equitable use and maintenance of facilities, making sure hygiene is adequately promoted and that monitoring of these elements take place regularly at the school level. Furthermore, new learnings need to be infused in the sector, along with newer ways of programming and implementing a water, sanitation and hygiene programme in schools.

A Minimum Swachh Vidyalaya Package



Operation and Maintenance: Daily, Weekly, Fortnightly, Monthly, Seasonal and Yearly Maintenance

School Maintenance Schedule

Some members of the SMC as well as school teachers will have to take responsibility for maintaining the school Operation and Maintenance (O&M) schedule. A schedule of periodic visits will have to be planned for the District/ BRC/CRC staff to check if the maintenance schedule is being followed in right earnest. For this purpose, will designate a supervisor (at the suitable level) to visit centres and make adequate observations for appropriate follow-up actions. A general checklist of maintenance schedule is as follows:

Daily maintenance

- General cleaning of indoor floors of the entire school complex including toilet and kitchen.
- Cleaning of any water-logging in the entire school premises.
- Dusting of general storage, desks and benches and toy/book storage for children.

Weekly maintenance

- Check for all leaky taps, valves, flushing cisterns etc.
- Check for any blockage in the drains, sewage pipes and waste water pipes
- Check for loose locks and shutters of all the doors, windows and almirah etc.
- Loosening of fine sand with a shovel wherever required

Fortnightly maintenance

- Cleaning of dust from all appliances and walls etc.
- Remove dumped rubble/debris/building waste from the premises.
- Observe any water logging in open areas.
- Check for clogged drains on the ground, courtyard, and water outlets from courtyards.
- Remove stains and marks on the enamel painted portions of the walls (especially corners and edges) door, window, almirah shutters with damp cloth/mill detergent dampened cloth.

Monthly maintenance

- Check for any damp marks on the walls, ceilings, and floor.
- Check for any termites in the building.
- Check for proper hardware operation of all doors, windows and almirahs.
- Check for any cracks on walls and roofs.
- Check if main water storage tank cover and outlets are leaking and the stored water is clean.
- Check if all the manhole covers/inspection chamber covers are properly in place and not damaged.
- Check if the First Aid kit is up-to-date and the medicines are within their expiry date. Replenish as per need.

Seasonal/quarterly maintenance (before monsoon)

- Check the water tank thoroughly for leakage etc. Seal it with water proof cement or sealant and clean it at regular intervals.
- In case of an underground tank, check if the cover and the brim of the tank is intact and sufficiently raised from the surrounding ground level.
- Thorough cleaning of the roof, water outlets, checking for cracks, broken gola, coping, chhajja etc. Checking and repairing of leaky roofs
- Levelling and cleaning of open school ground.
- Thorough checking of electrical lines and earthing (if applicable).
- Clean all dust from the fans, tube lights and bulbs.
- Clean coolers (if any), water tank, change pads, check all electrical systems and earthing.
- Thorough cleaning of water storage tanks as described above.
- Check the functioning of hinges, bolts and other hardware of all doors and windows.

Annual maintenance

- General repair and maintenance work during the vacation.
- Structural repair and plaster work.
- Associated painting work.
- Thorough cleaning of sewage and waste water lines.
- Thorough cleaning of inspection and junction chambers. Repair of leaks, if any.
- Thorough cleaning of septic tanks and leach pits, if being used on any site.
- Major repair of any electrical lines and earthing.
- Repair of blackboards.

Maintenance works for school infrastructure under SSA are to be undertaken through SMC/community of parents, children, teachers and others. SMC may thoroughly inspect the school infrastructure, assess the quantum of repair for each and every components such as school building, toilets drinking water facilities, storage tank, hand pump, ramps railing, child friendly elements etc., and with the help of local masonry carpenter and other skilled worker, assess the tentative cost after verifying the value in the local market.

The SMC may also assess the resources available from SSA, through convergence such as from education department through MP and MLA funds and any other scheme such as MNREGA and pool all such financial resource. As ownership lies with the community the annual maintenance is carried out effectively to sustain the school infrastructure as long as possible. Shortage of funds, if any, should be contributed through community contribution. It may be understood that the member of school infrastructure is ultimately to be sustained by SMC/ local community.

Snippets from Textbooks

NCERT Textbook for Class III

Chapter	Page No.	Content related to cleanliness and related issues
5	34	▪ How do you keep your house clean? ▪ Who all help to keep your house clean? ▪ Where do you throw the garbage of your house? ▪ Is the area around your house clean?

NCERT Textbook for Class IV

Chapter	Page No.	Content related to cleanliness and related issues
18	146	▪ These days we are not getting water that is fit for drinking.
	147	▪ How can unclean water harm our body?
	150	▪ Put some fresh water to boil, for drinking. Also take home some boiled water for your family.
	152	▪ Are all the matkas filled with water and are they covered? ▪ Are the matkas and their water containers cleaned regularly?
	153	▪ Is there a long-handled ladle to take water from the matka or container? How many ladles are there per container? ▪ Is the place around the drinking water-taps or matkas cleaned regularly?
	154	▪ Is there water for washing hands near the toilet? ▪ Do you wash your hands after using the toilet?
	155	▪ What can be done to keep toilets clean?

NCERT Science Textbooks

Class	Name of the Book	Chapter	Content
VI	Science Textbook	16 - Garbage in, Garbage out	Ways of dealing with garbage and minimising the generation of garbage.
VII	Science Textbook	18 - Wastewater story	Role of people in keeping the environment clean and healthy.
VIII	Science Textbook	2 - Microorganisms: Friendly and Foe	Need to keep surroundings clean and dry to prevent mosquitoes from breeding.
IX	Science Textbook	13 - Why do we fall ill?	Why public hygiene measures are important to prevent infectious diseases?
XII	Biology Textbook	8 - Human Health and Disease	Personal cleanliness and hygiene, public health measures like proper disposal of waste, decontamination of drinking water, control of mosquitoes are important to prevent diseases.

NCERT Health and Physical Education

Classes	Chapter
I-X	Eating habits – hygiene and cleanliness of body, use of toilets, cleanliness after meals, cleanliness of skin, mouth, ears, teeth and eyes, proper use of toilet, cleanliness and environment etc.

Behaviour Change for Water, Sanitation and Hygiene: Ensuring Sustainability of Interventions

Effective behaviour change is vital to the success and sustainability of all water, sanitation and hygiene interventions. Specific to the school setting, behaviour change must include improvements in handwashing practices, better maintenance and use of toilet facilities and the use of safe drinking water, and improved menstrual hygiene amongst adolescent girls.

Behaviour change is often reflected under the term 'hygiene promotion', and the focus of many hygiene promotion strategies is improving knowledge on issues related to sanitation and hygiene practices. The rapid educational and cognitive development of school-aged children can require multiple behaviour change approaches within a single school. Also, the fact that children are an essential link between the school and home environments, presents unique opportunities for school-based behaviour change programmes. Children have the potential to bring health education messages and practices to the home environment, expanding the potential impact of school-based interventions to parents, communities and non-school-going children. Schools are a natural learning environment, making schoolchildren potentially more receptive to behaviour change and behaviour change education. It is theorised that many personal hygiene practices are largely learned and acquired during childhood, suggesting that changes among schoolchildren can lead to a lifetime of improved practices.

Another important factor is implementing hygiene education that promotes life skills.

Main Components of School-based Behaviour Change

Changing hygiene behaviour is not easy, and often, too much emphasis is given to promoting knowledge, without that knowledge being translated into appropriate skills and attitudes towards hygiene. Life skills-based hygiene education focuses on all three aspects: knowledge, skills and attitudes. Child-to-child approaches are often a fundamental component of behaviour change strategies in schools. Child-to-child strategies involves leveraging peer pressure and norms to encourage behaviour change. Unlike the traditional behaviour change approach that relied on providing knowledge and building information, life skills-based hygiene education helps children develop and practice proper hygiene. Life skills-based learning is accomplished through interactive sessions that promote sharing between students and encourage group behaviours.

Daily supervised handwashing with soap before mid day meals session is a concrete example of a life skill based behaviour change approach, where all students as a group wash their hands with soap at least once a day, before meals. This group activity in school is designed to reinforce the habit of good hygiene behaviour, and uses the positive power of social norms and peer encouragement to strengthen healthy actions. Behaviour change around toilet use is also centred on group activities on a daily basis, where the focus is on keeping existing toilets clean through a daily routine of maintenance.

A curriculum for behaviour change is also a considered option and has proven to be very useful. Many states in India have incorporated behaviour change components of water, sanitation and hygiene, into school textbooks and as supplementary reading materials. These are regularly taught in schools as a part of the academic sessions, and during special classes of the week. In addition, one of the most effective channels of disseminating hygiene messages is during morning assembly. Prayer time is often used by schools to check cleanliness amongst students, spread the message of hygiene through songs and skits etc.

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Children as Change Agents

Schools are an established entry point for learning. They present an opportunity to engage parents and community in general, either through knowledge dissemination via children or through direct engagement and demonstration at the school. Children are fast learners and adapt their behaviours more easily than adults. Children are also effective role models. They may question existing practices in their households and choose to demonstrate good hygiene. What they learn at school is likely to be passed on to their peers and siblings, and to their own children if they become parents.

Curricula also should not be limited to just formal course instruction. Student groups, such as school health clubs, are often in need of fun and exciting activities for spreading health and hygiene messages to other students and the broader community. Child cabinets or 'Bal Sansads' are often established, where members play leadership roles in ensuring cleanliness and hygiene in schools. Assisted by the entire student body, the Bal Sansad generally takes on the responsibility to maintain the school facilities as well as track and sustain healthy behaviours and sanitation practices. This includes ensuring cleanliness of the school environment, checking on students' personal hygiene practices, following up on absentees, and supervising the lending of books and other materials from the school library that reinforce healthy behaviour and habits. The Bal Sansad consists of several Ministers including *Pradhan Mantri, Swasthya evam Swatchhata Mantri, Jal evam Krishi Mantri, Pustakalay evam Vigyan Mantri, Sanskritik evam Krida Mantri,* etc

Formation of Child Cabinets has been institutionalised in many states like Rajasthan, Madhya Pradesh, Karnataka, Andhra Pradesh, Uttar Pradesh, Jharkhand and Odisha, by issuance of necessary circulars.

Children taking leadership roles in schools made possible through child cabinets in schools

A beautifully designed toilet infrastructure built and maintained by Panchayat in Uttar Pradesh

Design Principles

All water, sanitation and hygiene facilities must be user-friendly. Every child – including those facing disability must be able to access and use facilities. This means paying adequate attention to the quality, uniformity of technical designs and essential components. These details pertain to toilet spaces, handwashing areas, **special gender, disabled and child friendly designs, low maintenance and ensure finish and quality.** The following design principles are suggested. Some examples of technical designs and cost estimates, based on these principles are annexed.

Essential components for girls and boys (separate) toilets

- Squatting area, with adequate availability of water for washing within toilet block.
- Orientation and opening for natural light and ventilation.
- Door with child-friendly latch.
- Floor with adequate slope and maintainable durable finish.
- Lightweight roof cover.
- At least one toilet for Children with Special Needs (CWSN) with necessary provisions.
- At least one incinerator in girl's toilet block and niche to keep sanitary napkins.
- Hooks within WC area for hanging clothes.
- Graphics and visuals depicting key hygiene messages.
- Use of water conserving techniques.

Essential components for girl's and boy's urinals

- Partition between urinals.
- Opening for natural light and ventilation.
- Screen door in at least one urinal up to 1500 mm height.
- Floor made of ceramic tiles for easy maintenance with adequate slope and easy to maintain durable finish.
- Lightweight roof cover.
- Use of water conserving techniques.

Hand wash facility for toilets and urinals with

- Separate hand wash facilities for boys and girls within respective toilet blocks.
- Water points at child-accessible height.
- Place to keep soap at child-accessible height.
- Use of water conserving techniques.

Handwashing stations for mid day meal/kitchen area with the following:

- This will be an additional facility to wash hands before and after the mid day meal
- Outside or away from toilet blocks (depending on space) because it is unlikely that children would go inside the toilets to wash hands before eating.

- Simple, scalable, multiple points at child-accessible height(s).
- Place to keep multiple soaps at child accessible height.
- Connection of waste water kitchen garden/herbal garden.

Drinking water

- It is assumed that the school authorities will ensure that drinking water is potable and if the water is being drawn from an underground source, necessary filtration/purification to be organised with support from district level for potability of water.
- Drinking water is at a safe distance of at least 10 meters from the leach/soak pits attached to school toilets or nearby toilets or from the community sewage water drain.

Wherever there are existing facilities, these must be reviewed from the perspective of child and user friendliness and subsequently repaired/augmented, rather than creating new one. Only where the cost of developing facility by means of repair and augmentation will be more than 75 per cent cost of new one, that a new facility may be created.

Average Cost of Intervention in One District (Approx. 2000 Schools per District)

Components	Details	Desired Norms	Per School	Cost/District @2000 Schools per District
Component 1	a) Gender segregated toilets with handwashing point attached b) Girls toilets to include incinerators	1 unit each for every 40 boys and girls	260,000	520,000,000
	Water supply in each toilet blocks and urinal, for flushing	At least one tap	80,000	160,000,000
Component 2	Group handwashing facilities with soaps	1 outlet for at least 10 students	15,000	30,000,000
Component 3	Drinking water	At least 1 source inside the school premises	40,000	80,000,000
Component 4	Operation and maintenance, consumables and repair of facilities per year	Regular supply	60,000	120,000,000
Component 5	Behaviour change initiatives in schools	Regular	10,000	20,000,000

Swachh Vidyalaya in Action

Advocates are found across sectors in many different roles. Corporates agencies, private sector companies, individuals and groups, state and national government and donors, civil societies and organisations, are all vital to improving, expanding and sustaining water and sanitation programmes in schools. An outline of actions includes:

At the National Level

Corporates, private sector and foundations can

- Provide funding for installation of safe drinking water sources, toilet and handwashing facilities and support hygiene improvements in schools.
- Provide finances for operation and maintenance of facilities, through Annual Maintenance Contracts.
- Support behaviour change communication campaigns and improvement of capacities through district/state level consultations and workshops.
- Partner with State Government, multinational agencies and UN bodies, leading NGOs and non-profit organisations having sufficiently long experience in working in the Education and Water, Sanitation and Hygiene Sector and Section 25 companies, local authorities and Panchayats, School Management Committees, to support schools that are in need of safe water, sanitation facilities and hygiene education.
- Provide the funding or materials necessary for health interventions, such as deworming treatments, as part of a holistic school based programme.

Non-governmental organisations can

- Make safe water, sanitation, hygiene and behaviour change in schools, a priority on your agenda, including internal and external advocacy across sectors.
- Work in coordination with multiple stakeholders to ensure that your programmes are at scale and sustainable.
- Encourage children of all ages to participate in cleanliness activities and become agents of change for healthier habits in their homes and communities, as well as their schools.

Religious leaders can

- Promote sustainable water, sanitation and hygiene programmes for faith-based, private and government schools in your community.
- Encourage participation of students, teachers and community members in all aspects of a clean school campaign, including planning, construction, operation and maintenance, behaviour change, monitoring and evaluation.
- Educate congregations on the health, education and economic benefits of improved water, sanitation and hygiene in schools.

Journalists and the media can

- Increase coverage in print, television, radio and social media such as blogging, Facebook and Twitter.
- Reach broad audiences by using statistics and covering stories and good practices from programmes in a compelling way.

At the School Level

Headmaster and teachers support can

- Integrate hygiene messages in daily school curriculum like morning assembly and prayers, during subject classes like mathematics, science, social sciences.
- Educate students about proper toilet use and handwashing, including washing hands before meals and after toilet use.
- Facilitate and supervise daily handwashing before mid day meal activities, supervise operation and maintenance of toilet, drinking water sources and handwashing facilities.
- Inform students about the changes they will go through during adolescence, and provide space for girls and boys to talk about menstruation and learn about menstrual hygiene.
- Encourage students to consistently use, operate and maintain school water, sanitation and hygiene facilities.
- Support children in taking an active role in keeping up hygiene practices, both in school and at home.
- Ensure that soap and water are always available at handwashing stands.
- Include supervision of water, sanitation and hygiene activities in teachers' responsibilities and performance evaluations.
- Get involved in planning, oversight and ongoing management of water, sanitation and hygiene programme in consultation with students and parents; and participation in monitoring and corrective actions.
- Organising annual health check-ups of students and supervision of deworming medicines.
- Become role models for students by adopting critical hygiene behaviours like handwashing with soap before meals.

Mid day meal cooks and helpers

- Handwashing with soap before touching, preparing or serving food.
- Ensuring high standards of hygiene in the kitchen.
- Facilitate group handwashing by children in schools on a daily basis.
- Ensure that the handwashing facilities are functioning and used daily.

Children engaging in hygiene promotion campaigns in a school in Kamrup district, Assam

Parents, SMCs and community members can

- Participate and contribute to the school based programmes by assisting with planning and oversight for the Swachh Vidyalaya programme.
- Participate in and contribute to the installation, operation and maintenance of water, sanitation and hygiene facilities in schools.
- Encourage children's regular school attendance, especially for girls, throughout your community.
- Supporting hygiene promotion activities and events in the school and community.
- Contribute to recurrent costs of water, sanitation and hygiene related supplies such as soap and toilet paper.
- Construct water, sanitation and hygiene facilities at home and encourage children to use them properly.
- Promote healthy hygiene practices at home and in the community.
- Participation in monitoring and corrective actions.

Child cabinets and students can

- Participate in hygiene and sanitation activities such as child cabinets, school health clubs and encourage other students to join you.
- Helping all children to adopt appropriate hygiene behaviours, especially handwashing with soap and appropriate use of facilities by setting the example
- Monitoring cleanliness of water, sanitation and hygiene facilities and the availability of consumables
- Promote healthy hygiene at home and in the community by sharing the lessons you learned at school with your siblings and friends.

School administrators support water, sanitation and hygiene in schools can

- Work with parents and government officials to generate funds for keeping water, sanitation and hygiene in schools facilities functioning and clean at all times.
- Work with teachers continuously to promote water, sanitation and hygiene in schools.

High quality school toilet blocks constructed and maintained by Panchayats in Uttar Pradesh

Box 5.1: Some key principles for corporate engagement

This is an excellent opportunity to plug the existing gaps in the water, sanitation and hygiene status in schools in India. However, at this point, it is important to consider some broad key principles that should govern any future work in this area:

- Wherever there are existing facilities, these must be reviewed from the perspective of child and user friendliness and subsequently repaired/augmented, rather than creating new ones. Only where the cost of developing facility by means of repair and augmentation will be more than 75 per cent cost of new one, that a new facility may be created.
- Care should be taken to ensure that this must not become an infrastructure mission, but allocate substantial focus and resources on the human motivation and behavioural change aspect and operation and maintenance. The long term success of the mission will largely depend upon the sustenance of interventions through adequate operation and maintenance of facilities and human development aspects.
- Infrastructure created should be in sync with what is already available and should not create any disparities within the school setting or else the purpose will be defeated.
- Besides water, sanitation and hygiene, school cleanliness, garbage management and water management is integral to this mission. This must have sufficient focus.

Models for Engagement with Corporates, Companies and Individuals

Private or public sector companies, individuals, Foundations and others would be welcome to take up water, sanitation and hygiene programme in schools, to translate the vision of Swachh Bharat: Swachh Vidyalaya. There can be different models of engaging in the Mission, in line with the above. Two suggested models are below:

Model 1: Contributing fund at central/state level

- Based on the data on gaps available at the central level, a corporate entity may like to contribute directly in the central fund the Swachh Bharat Kosh for use towards the fulfillment of the Mission goals and address the gap areas. The Corporate may like to specify the intent where this money may be used, but goverment may, at its discretion, use it towards fulfilling any aspect that it may seem fit.

The Swachh Bharat Kosh will be used for larger Swachh Bharat Abhiyan in addition to building school toilets.

Model 2: Direct engagements by companies and corporates in schools

Based on the data on gaps available at the central/state level, a corporate entity may like to invest in water, sanitation and hygiene programme in the following manner:

- Individuals/corporates/institutions who are interested in building toilet blocks will be allocated the schools of their choice.
- They will use this Handbook on Swachh Bharat: Swachh Vidyalaya, as a reference materials that will guide their investments, and overall plan for the interventions in schools.
- The Ministry of Human Resource Development will advise the concerned State/UT Governments to facilitate construction of toilets in schools allocated to individuals/corporates/institutions.
- The design and the specifications of the toilets will be provided by MHRD/State Governments.

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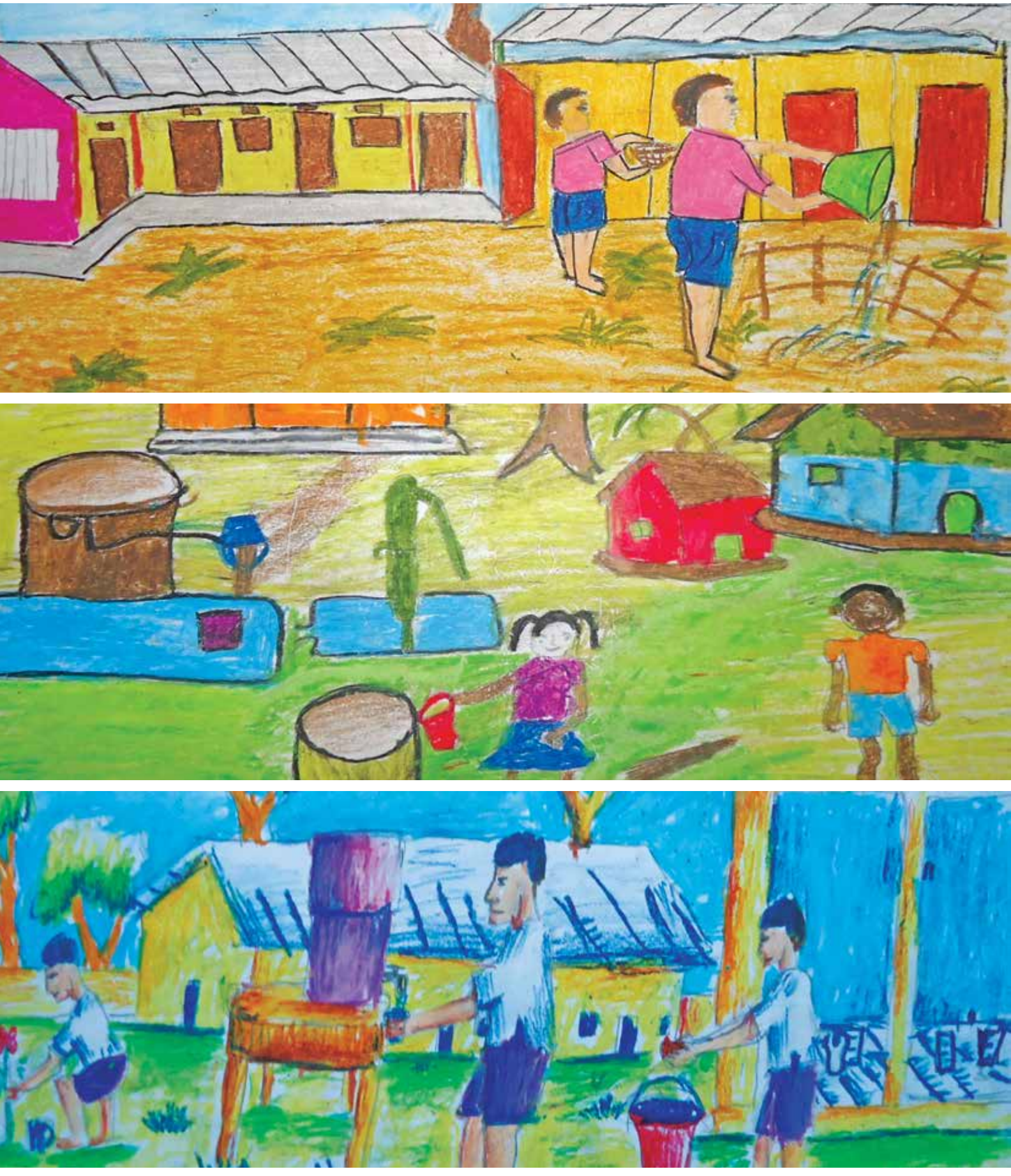
- The cost of construction would depend on the state SORs.
- A centralised online data base on construction of toilets in schools will be maintained by the Department of School Education and Literacy, MHRD, GOI.
- Those who are not interested in building the toilets themselves and who want to contribute to this cause can send their contribution to the Swachh Bharat Kosh.
- The geographical focus will be finally determined in consultation with the Government of India (MHRD and MDWS). The selection of specific districts should be based prioritised by need; for example high childhood morbidity; low functionality and coverage of schools with water and sanitation facilities, ST/SC communities, low sanitation coverage/high open defecation rates and poor school attendance rates, and of course the presence of champions and partner agencies. This decision is best taken in consultation with the state government.
- Thus, the district will be the unit of intervention through adoption of a saturation mode whereby all schools reach minimum standards, i.e., the minimum interventions as mentioned here, have been implemented, with success being determined by the presence of sustained functional facilities and behaviours practiced over time.

Children washing hands in groups before mid day meal in Maharashtra



Children expressing innovative thoughts on school water, sanitation and hygiene, in a painting competition

Good Practices in the Field

Swachh Vidyalaya is doable. Many states are already demonstrating good practice, for example addressing policy initiatives to tackle the issue of poor operation and maintenance of school water, sanitation and hygiene facilities. These include separate financial provisions, to developing systems and mechanisms at the local level.

Operation and Maintenance in Action

Addressing Operation and Maintenance in Rajasthan

Government of Rajasthan has made special financial provision for O&M of water, sanitation and hygiene facilities in schools, of INR 5000 per year @ Rs. 500 per month (for a 10 months in school). A Government Order (F.5(4)(118)/ RCEEE/SWSHE/S/GRANT-2014/3747, dated 21.4.2104) was issued, which made all schools to be entitled for these funds. Permissible expenditure include water, sanitation and hygiene consumables like soap for handwashing, cleaning agents and engaging the cleaners etc. The indicators have also been set for monitoring the proper utilisation of these resources:

- All children wash hands with soap before mid day meal and after use of toilets.
- All toilets/urinals and water points are usable and functional.
- Overall school is clean and solid waste is disposed properly.
- Utilisation of water, sanitation and hygiene funds is maintained through proper accounting systems.

Securing Finances for O&M and Handwashing Units in Madhya Pradesh

In Madhya Pradesh, funds for maintenance of water and sanitation facilities are leveraged from the Department of Rural Development, GoMP. The Department has allocated a minimum Rs. 25,000 per year per Panchayat, under the Panch Parmeshwar grants, for regular cleaning and maintenance of toilets, water and handwashing facilities. In addition, in 2013, 3111 cleaning personnel were appointed by panchayats across the state for cleaning of school toilets. In a major move, the State Government has also made provision for the installation of simple, scalable group handwashing units in all rural government schools form the Panch Parmeshwar scheme.

Addressing Operation and Maintenance in Gujarat

State Government of Gujarat has made special provision of Rs. 2800 for schools having upto standard 7 and Rs. 4500 per year, for upper primary schools, towards operation and maintenance of school water and sanitation facilities.

Taking Behaviour Change and Handwashing before Mid Day Meal to Scale

In Assam, from 2008 through 2011, mass handwashing was practiced on the Global Handwashing Day on the 15th October. In 2011, it was formally mainstreamed and handwashing messages found their place on the cover of the textbooks developed by the SCERT. In the year 2012, a milestone was achieved on the 7th September, when the Commissioner and Secretary to the Government of Assam for Elementary Education issued a directive to all the schools instructing to organise dedicated time for handwashing with soap, and use the untied funds under the Mid Day Meal Scheme for provision of soap to ensure that handwashing with

soap before eating and after defecation becomes a routine practice in all schools of Assam. The directive has also said that if handwashing facilities are unavailable or inadequately available, buckets and mugs should be used to supplement the available facilities. In 2013, SSA, UNICEF and CEE carried out an experimental project, *Daily Handwashing for an Ailment-free Life* (DHaAL), covering 100 schools, in which a proper monitoring and maintenance system of group handwashing facilities have been developed. DHaAL has successfully involved the Teachers, Students, School Management Committees and Mothers' Groups in the operation and maintenance of the handwashing facilities. In 2014-15, three educational Blocks in Assam are getting saturated with group handwashing facilities through the project and Axom SSA Mission is scaling it up to cover another 10,000 schools in 2014-15.

Inter-sectoral Convergence for School Water, Sanitation and Hygiene in Uttar Pradesh

Department of Education, GoUP has made special provision for annual repair and maintenance of school facilities, ranging from 5,000 to 10,000 depending upon the size of school. Routed through SMCs, this grant has the flexibility to be used for repair and maintenance of toilets and hand pumps in all rural and urban primary and upper primary schools including KGBVs. In addition, schools can use the Annual School Development grant for purchase of cleaning agents, soaps etc. for daily maintenance of school water and sanitation facilities.

The Panchayati Raj Department too has made provision for school toilet maintenance under the Twelfth and Thirteenth finance commission grant (Gram Nidhi) through the funds released to panchayats. Many of the Panchayat in UP had been using them for repair, mid day meal shed construction, water supply, multiple handwashing facilities and beautification of the schools.

Use of School Maintenance Grants for School Toilet Maintenance in Andhra Pradesh

In the year 2012, GoAP has made a special provision of Rs. 500 (out of the School Maintenance Grant), per month, for exclusive use towards operation and maintenance of school toilet facilities. This includes provision for consumables and hiring of cleaners.

Handwashing with Soap in Action

Institutionalising Handwashing with Soap before Mid Day Meal

At the national level, Ministry of Human Resource Development is promoting handwashing with soap before mid day meals, in all schools. In the DO letter No 13-2/2012-EE.5 dated February 6, 2013, and DO No. 13-2/2012-EE.5 (MDM 1-2), the Ministry has requested all State Governments to institutionalise handwashing with soap before mid day meals in all schools and allocate adequate time before meals to ensure that every child can wash hands. It has also requested states to ensure that group handwashing platforms are connected with the MDM Kitchen Sheds.

Handwashing Included in Joint Review Mission in Assam

A Joint Review Mission (JRM) on mid day meals (MDM) commissioned by MHRD, Government of India identified mass handwashing with soap before mid day meal as one of the best practices being carried out in select schools of Assam and has recommended scaling up of the pilot in all schools of Assam. The JRM noted that it takes just about 10-12 minutes for all children in school to wash hands with soap and water in group as a fun activity. This intervention contributes in preventing children from getting infected with germs. The group handwashing with soap before MDM pilot jointly carried out by SSA in partnership with UNICEF has been visited by various national and international delegates. This initiative has also been appreciated by Hon. Chief Minister of Assam in a meeting to review the progress in implementation of various schemes under SSA.

Promoting New and Flexible Designs of MDM Kitchen Shed cum Stores

In a letter dated, May 12, 2013, MHRD issued new guidelines for construction of MDM Kitchen Sheds. The guidelines stated the following:

- The improved Kitchen Sheds cum stores should include adequate storage, preparatory and cooking areas, space for group handwashing facilities, safe drinking water and utensil wash area. The existing cost norm of Rs. 60,000 was revised to ensure that new Kitchen Sheds would no longer follow this norm, but will be based on plinth area and State Schedule of Rates.
- All Kitchen Sheds approved before 1.12.2009, would however follow the Rs. 60,000 ceiling. It is imperative that every school in the country has adequate facilities to ensure the practice of handwashing with soap before the mid day meals. Therefore multi-point handwashing platform outside the kitchen with a covered roof projection outside, should become an integral part of the old and new kitchen sheds.
- Soap for handwashing by children can be purchased as part of the mid day meals purchase grants.
- The schools must allocate designated time for handwashing with soap before Mid Day meals. Caretakers and school teacher/headmaster to supervise and ensure that handwashing is practiced by children on a daily basis.
- Where the kitchen cum store is already developed but does not have any integrated water, sanitation and hygiene or other components, the States may consider converging resources available under MGNREGA, MPLADS, Ministry of Water Supply and Sanitation funds to augment existing provisioning.

Children in Action

Schools Lead Behaviour Change Campaign in West Bengal

In West Bengal, the Paschim Banga Sarva Siksha Mission (PBSSM) organises an annual week long hygiene promotion campaign, the **Nirmal Vidyalaya Saptaha to coincide with the State's School Hygiene Day on World Health Day, April 7th**. Each year 85,660 elementary schools participate with the involvement of students, teachers, head masters, SMC members, Panchayats, government officials and elected representatives. Group handwashing with soap before mid day meals is an important activity organised in all schools as a part of this campaign which is then practised throughout the year.

A school level '**Sit & Draw' Competition to promote water, sanitation and hygiene in the school context** is one of the most impressive highlights of Nirmal Vidyalaya Abhiyan with 4-6 million children taking part. Cash prizes are awarded at a State Award Ceremony organised every year on the National Education Day. A selection of pictures are then used for the state calendar further inspiring children and schools to see their names in print.

Three Star Approach in West Bengal

West Bengal has innovated and institutionalised a Three Star Approach in the State, to incentivise good practice, under the Nirmal Vidyalaya Abhiyan. The focus is on achieving clean and protective school environment for children, with increased ownership of children, parents and community. The Three Star Approach is a concept that **encourages schools to adopt simple and inexpensive steps** that they can take on their own, to be categorised as Star 1 and can make incremental improvements over a period of time to achieve national standards. **Group activities by school children and ensuring minimum norms, drive this incremental approach.** Once minimum standards are achieved, schools can move from One Star to Three Stars.

This is an advancement of **the Nirmal Vidyalaya Puraskar**, which was instituted in 2012, a process which helped standardise a protocol for child-friendly school and system in the state. This school award has spurred a healthy competition amongst schools helped in create a simple, scalable and sustainable model for water, sanitation and hygiene status in schools. To catalyse competition amongst the schools of the state and to ultimately facilitate recognition of the best schools in this respect through a transparent, decentralised selection process.

Level of Awards

Award type	School type	Level of selection		
		Circle	District	State
Nirmal Vidyalaya Puraskar	Primary School including SSKs and Madrasahs recognised by Madrasah Board having all criteria of a Right Based School	One		
	Upper Primary and High Schools including MSKs and Madrasahs recognised by Madrasah Board having all criteria of a Right Based School	One		
Sishumitra Vidyalaya Puraskar	Primary School including SSKs and Madrasahs recognised by Madrasah Board having all criteria of a Right Based School		Two	
	Upper Primary and High Schools including MSKs and Madrasahs having all criteria of a Right Based School		One	
Jamini Roy Puraskar	Primary School including SSKs and Madrasahs recognised by Madrasah Board awarded with Sishumitra Vidyalaya Puraskar			Three
	Upper Primary and High Schools including MSKs and Madrasahs recognised by Madrasah Board awarded with Sishumitra Vidyalaya Puraskar			Three

Child Cabinet Ensures 'Total Sanitation' in School in Gujarat

Nirmala, a student of Class VI and the Sanitation and Hygiene Minister of her school, Mari Shala (meaning my school), describes a regular day at school. "First thing in the morning, I check whether the toilets are clean. Apart from regular schoolwork, it is my duty to keep a tab on the provision of drinking water and personal hygiene of the other students. I see to it that they wash their hands with soap before the mid day meal and that the towel used for patting their hands dry is replaced daily."

At the beginning of each academic year, the Child Cabinet comprising seven "Student Ministers" gets elected by the students. This council is supported by student "volunteer leaders" who identify and form student committees which are allocated different portfolios relating to water, sanitation, hygiene, education and sports. Membership to these committees is on a rotational basis every 10 days, so that all students get an opportunity to be part of this effort.

"The Child Cabinet was started in our school in 2001", recalls Ms. Bindu Zala, teacher at Mari Shala and mentor of this initiative. "When I and another teacher were deputed to this school, we were disappointed by the lack of hygiene awareness and discipline among the students, a majority of whom are from economically poor families residing in Rajpur and its neighbouring villages. We started with basic hygiene education as part of the students' daily routine – we would check their nails, their clothes and ensure that they washed their hands with soap before eating food." The Chief Minister of the Child Cabinet, Amit, a student of Class VII, shares, "I am the first one to come to school every day as I keep one set of the keys. I do a routine check around the school to see if everything is in order. I check the toilets, the grounds and the water supply. Sometimes, if anything needs to get fixed such as pipes or wires, I point it out to the teachers."

The Child Cabinet conducts 'Bal Adalats' (Children's Parliament) every Wednesday during which the work of the various committees gets reviewed, minuted and memos handed out to non-performers. Apart from this, the Ministers have monthly meetings with the teachers and head mistress to update them on progress and any challenges they might be facing. If there are any grievances, they are either immediately attended to or a plan of action charted out for follow up. The head mistress, based on the students' feedback, allocates the funds for repair or support to ensure improvement of the hygiene and sanitation facilities in the school.

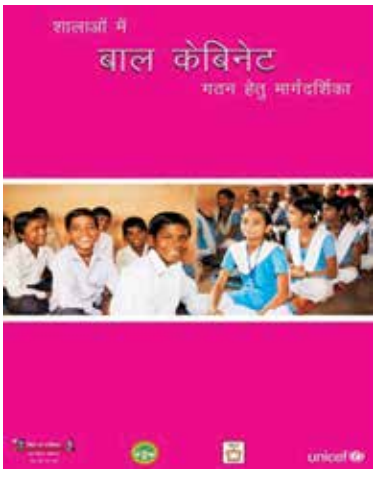
"With the passing years, I have noticed a positive shift in the attitudes and aspirations of these students. They have been trained not only on proper hygiene and sanitation practices but, being part of these committees, has also enabled them to develop leadership qualities, made them more responsible, and taught them how to work in teams. The Child Cabinet is now part of our school system and I am confident it will only get better in the years to come" says Ms. Zala, while she looks proudly at the Cabinet Ministers around her.

Group handwashing with soap before mid day meal being institutionalised in Madhya Pradesh: School girls washing hands in Guna, Madhya Pradesh

Child Cabinets in Madhya Pradesh

In Madhya Pradesh Child Cabinets are playing a pivotal role in sustaining water, sanitation and hygiene in school. Child cabinet guidelines and Clean School Award guidelines are shared with all schools for the promotion of hygiene and the monitoring of operation and maintenance of school toilet facilities. Norms for Child Friendly Water, Sanitation and Hygiene facilities in schools have also been developed by the State Government and are being scaled up across the state. A comprehensive Hygiene Education Package has been added to the in-service teachers' training agenda and SMC training programme.

A special 10 minutes break has been exclusively scheduled in the schools' daily timetables for handwashing with soap by all school children before mid day meal.



Children Learn about Water, Sanitation and Hygiene in the Classroom in Rajasthan

In Rajasthan water, sanitation and hygiene are integrated into the lessons of all children from class III to VIII.

Class	Subject	Issues
III	Paryavaran Adhyayan (Environment Education)	▪ Ending open defecation ▪ Handwashing
IV	Paryavaran Adhyayan-II (Science) (Environment Education)	▪ Personal hygiene ▪ Faecal-oral transmission
V	Paryavaran Adhyayan-II (Science) (Environment Education)	▪ Safe water ▪ Safe food
VII	Swasthaya and Sharirik Shiksha (Health and Physical Education)	▪ Operation and maintenance of school toilets and campus
VIII	Swasthaya and Sharirik Shiksha (Health and Physical Education)	▪ Water quality
Condensed course for all classes	Parivesh Paryavarn Adhyayan (Environment Education)	▪ Water quality ▪ O&M of school toilets ▪ Handwashing ▪ Toilet use

Running water inside the urinals ensures that the structure is well maintained

Merry go round pump: A technology that can ensure running water in schools

Action to Achieve Scale: Ensuring Running Water for Toilets and Handwashing in Schools in Rajasthan

More than 98 per cent of schools in Rajasthan have separate toilet for girls and boys, and drinking water facilities with hand pumps providing water used for drinking, handwashing and toilet use. However, in the absence of running water maintenance and use, especially of toilet facilities, emerges as an enormous challenge.

The Force and Lift Pump (FLP), a technological innovation piloted by UNICEF and Rajasthan Council of Elementary Education (RCEE), has successfully overcome the challenges of running water availability in schools. Installing the FLP involves a simple conversion of the existing hand pumps to pump water to an overhead water tanks. The water from the overhand tank is then supplied to the toilets and multiple handwashing points through gravity. The water is pumped up to the storage tanks every time a student uses the hand pump. The FLP comes at a minimal cost as it does not require electricity to lift water.

FLPs in schools are used to:

- Ensure running water for toilets and urinals.
- Supply water to multiple points for handwashing.
- Reduce water wastage due to spill overs at hand pump during operation.

Piloted in 150 schools of Alwar, Jhalawar, Tonk and Sirohi, the success and viability of the system led to its adoption by the State government in 2013. Provisions were made to install 10,000 FLPs in schools and Aganwadis, using National Rural Drinking Water Programme (NRDWP) funds at a rate of Rs. 14,000 per unit. The cost is inclusive of conversion of existing hand pump, installation of plumbing, overhead water tanks, taps and fixtures etc. By July 2014, over 2600 such FLPs were already installed in the field.

Findings of a validation study by UNICEF and RCEE established that upgrading of hand pumps to FLPs enhanced the availability of running water for toilets and handwashing in schools. The installation and maintenance of FLP was simple as it could be done at the local level. Contributions by the community and teachers in the installation and maintenance of the units showed a high level of acceptance to this technological innovation.

Box 7.1: Key findings of the validation study on FLPs conducted in schools by RCEE supported by UNICEF in January-February 2014

- The cleanliness and use of toilet increased by over 80 per cent after installation of FLPs.
- FLPs were installed by trained mechanics in over 90 per cent cases, out of which locally available mechanics installed 41 per cent FPLs.
- Funds for FLP installation was provided by Public Health Engineering Department (PHED) and SSA. In 43 per cent schools, community and teachers contributed for the additional cost beyond sanctioned limit.
- 39 per cent school FLPs were repaired in less than 5 days of breakdown.
- Major faults in FLPs related to hand valve, washer damage and leakage from chamber. Local mechanics for routine FLP repairs were available in 64 per cent schools.
- The availability of running water ensured in 75 per cent more school toilets after installation of FLP. However, running water for handwashing increased only by 2.7 per cent.

On a Handwashing Mission: Young Girls Herald Change in the Community

It's not just about classroom lessons and rules to be followed in school. Chandana Daimary, a vivacious little girl studying in the fifth grade of the Sajjanpara Primary School of Assam, knows that the simple practice of washing hands with soap, especially before eating her meals and after using the toilet, is the reason why she doesn't fall ill so often these days. And she goes all out to spread this good practice among her family members and the rest of the community. Rani block of Kamrup district where Chandana lives is dominated by the Bodo and the Rabha tribes of Assam. However, the beautiful landscape is marred by frequent outbreaks of diarrhoea and dysentery due to lack of sanitation and hygiene.

But that's a thing of the past now. Thanks to the support provided by the Sarva Shiksha Abhiyan (SSA), a national flagship Education programme of the Government and UNICEF, with technical support from the North East Cell of the Centre for Environment Education (CEE), students of schools such as Sajjanpara primary school, are learning to adopt handwashing and other good hygiene habits as a way of life, and are further bringing change at both the family and community level. I tell my mother that she must wash her hands with soap and water after using the toilet, and before eating her food. Otherwise she may fall ill. She listens to me, and in case she forgets to do so, I remind her, and she immediately washes up, " Chandana said with a wide grin, proud of the fact that she has been able to teach her family a good practice. "Ever since we adopted this practice, our health has improved. Earlier my family used to have stomach ailments or fever every now and then.

Now that we know the importance of washing our hands properly, it has become part of our daily routine, " she added. The recent directive issued by the office of the Commissioner and Secretary, Elementary Education, Ms. L.S. Changsan, to avail the funds of mid day meals for provision of soaps in schools, will sustain this initiative in schools across the State of Assam. According to the World Health Organisation, 88 per cent diarrhoeal disease is caused by unsafe water supply and inadequate sanitation and hygiene.

Ten-year-old Nabanita Bodo of the same class is equally enthusiastic of religiously following the ritual of handwashing, as well as ensuring that her large family of 10 members, do the same. "Our teacher has taught us that if we don't wash our hands, we will invite germs that cause diseases such as diarrhoea, typhoid and jaundice. So I make sure that I follow the five steps of handwashing properly, and have taught my family members too, " Nabanita says.

"My grandparents are a little slow to learn…they are so old…but they listen to me carefully. When they realise that the consequences of not washing hands is so bad, they make that extra effort. At times my grandmother forgets to use soap, so I have to remind her that simply washing with water is not enough. They are very proud of me, " she adds with pride. The importance of safe drinking water, of "boiling, cooling and then drinking" which they have learnt in school, is another mantra the girls have spelled out to their families.

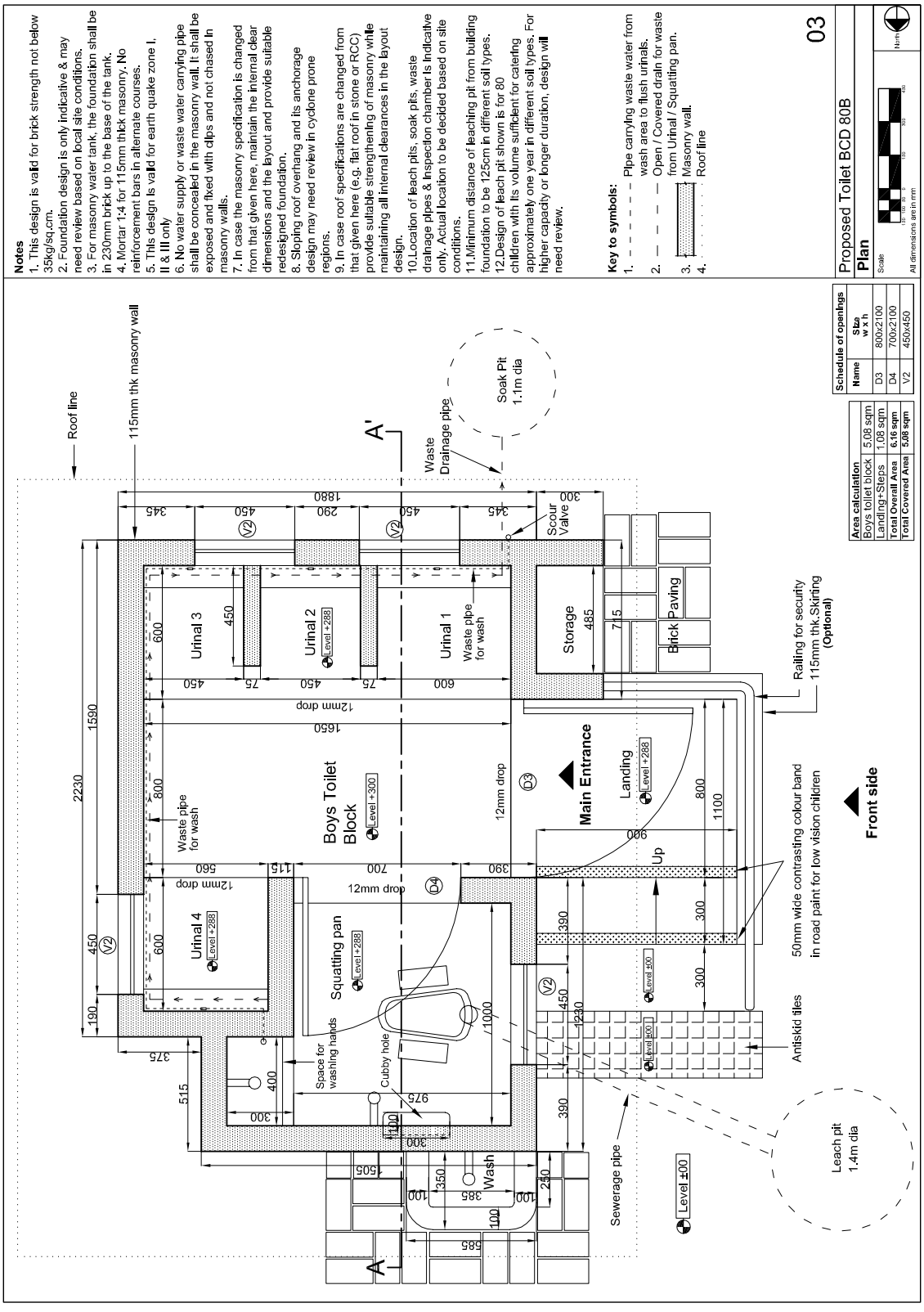
Students' cabinet monitoring group handwashing before MDM

But the winds of change have not just blown through their immediate families. Both Chandana and Nabanita have been especially vocal about spreading the good health practices in their community as well. "My father has five brothers and they all live with their own families. I have informed them about the importance of being clean and washing hands. Although I tell others in the neighborhood too, it's easier to influence my family," Chandana observes. "In any case I feel very happy that I have been able to teach so many elders of my family. They all listen to me, and sometimes say they feel amazed that I know so much," she adds with a smile. "Our neighbours also listen to me," Nabanita says. "They say that if I have learnt about such things in school, then it must be correct. Also, when they see that we don't fall ill as often as before, they understand what the reason is". The girls are also aware of the ill effects of open defecation. "Open defecation is an unhealthy habit. It attracts flies, which spreads germs and leads to many diseases," Nabanita says. Chandana shares that although her home now has a toilet, it was not there earlier. "Earlier we used to go out, in the forest to relieve ourselves. But now we have a toilet. It's much more healthy, plus easier and safer for us to use," she says.

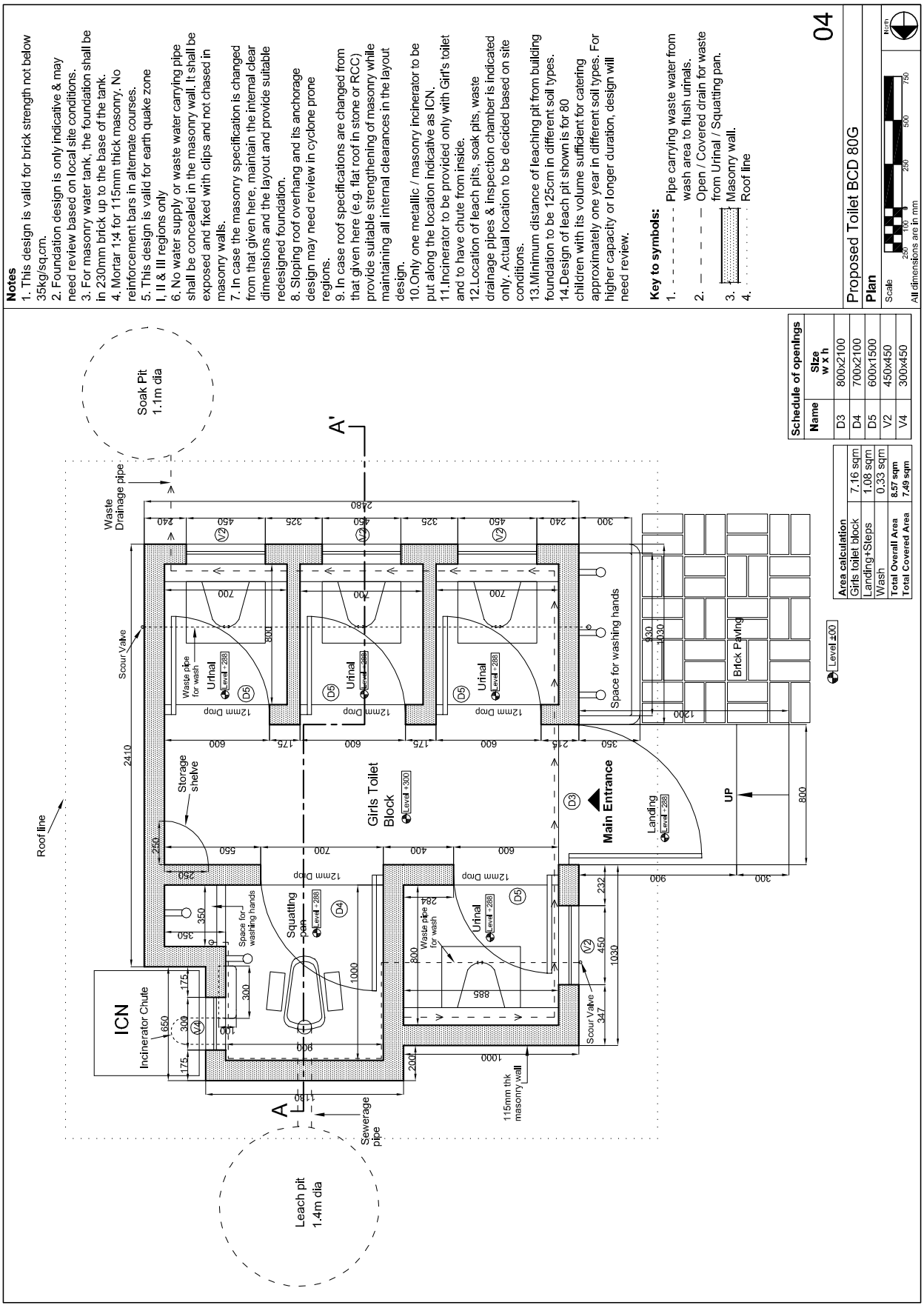
Shouldering the responsibility of their families and the community on their tiny shoulders, the girls now have an even bigger dream. "I want to be a doctor when I grow up, so that I can treat the ill and the diseased. I know what the good practices of living a healthy life are and how important handwashing is…so I already feel like a doctor!" Chandana says, as Nabanita giggles nearby. "My grandparents think I am almost as good as a doctor," Nabanita smiles. "But I would like to study hard and become a real one someday".

Annexures

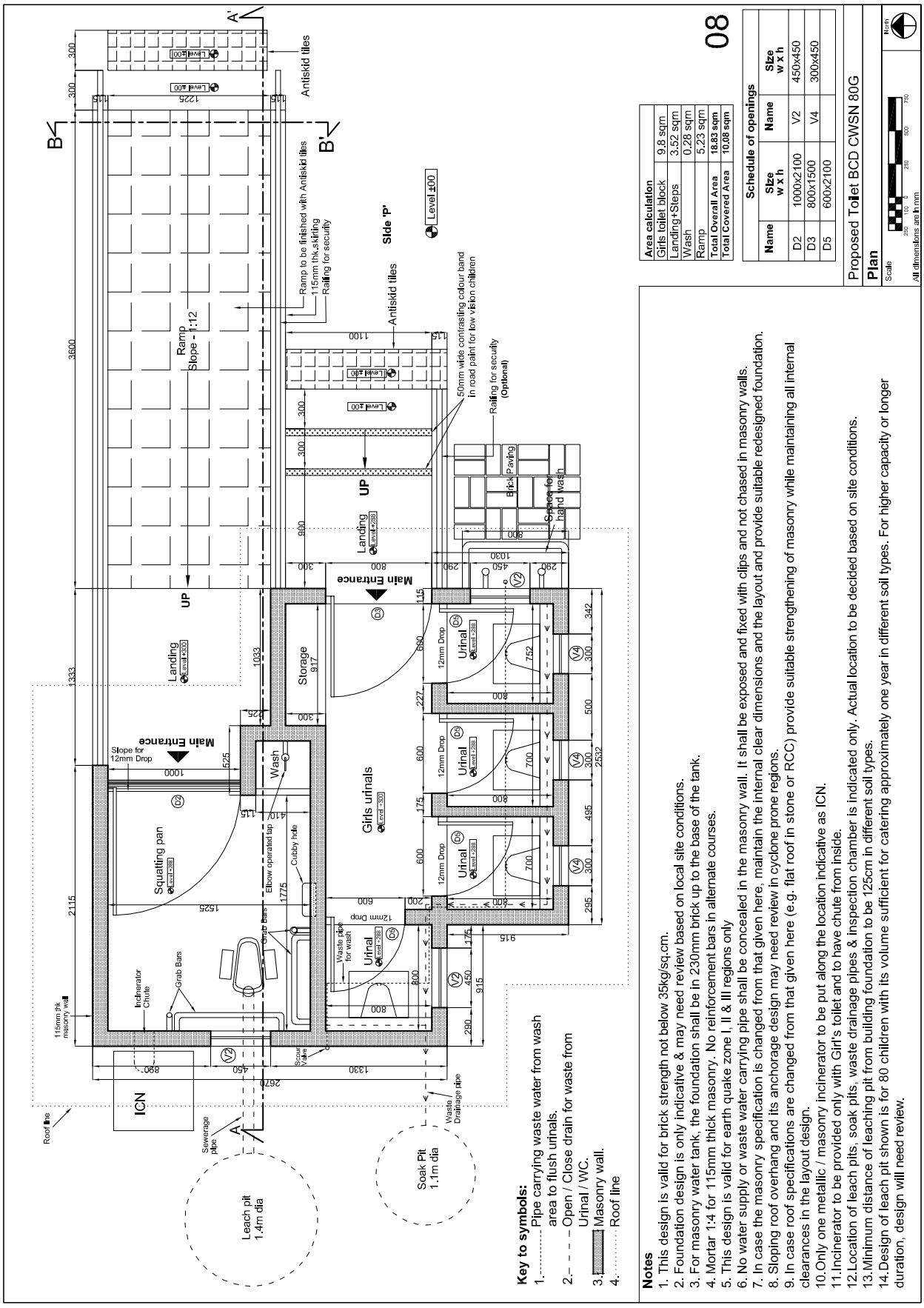
Annexure 1: Technical Design of Boys' Toilet in Elementary School



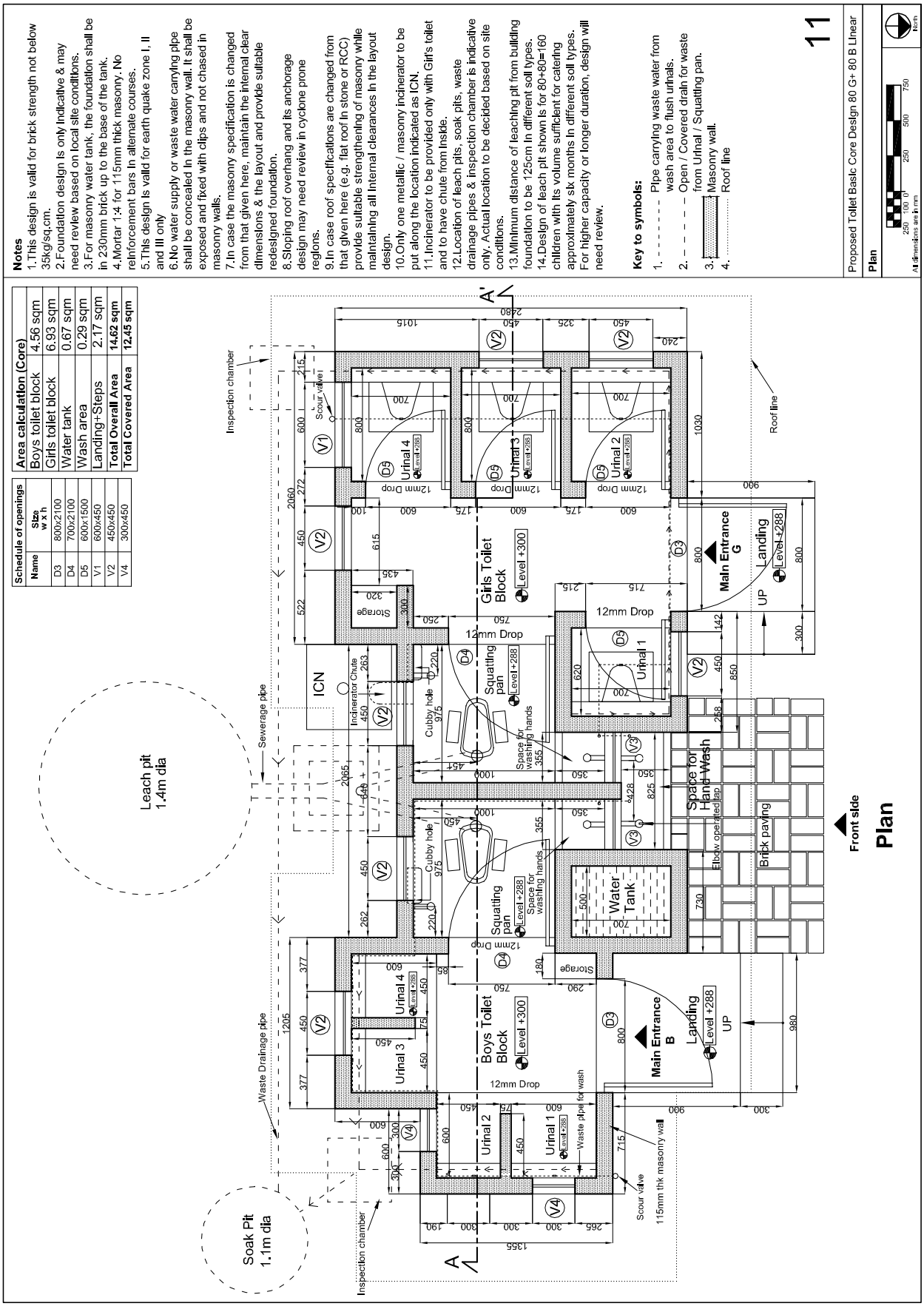
Annexure 2: Technical Design of Girls' Toilet in Elementary School



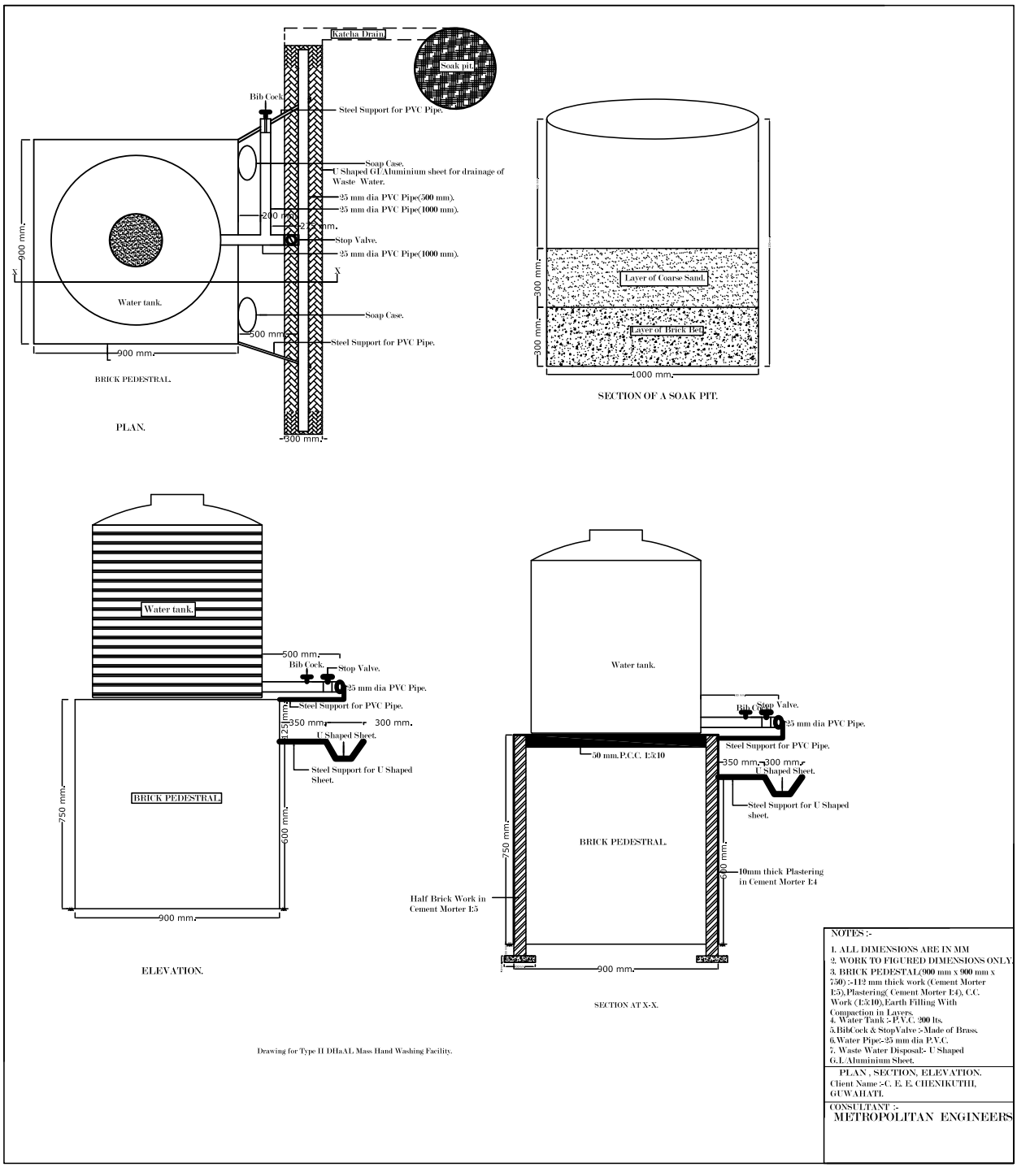
Annexure 3: Technical Design of CWSN Toilet



Annexure 4: Technical Design of Boys' and Girls' Toilet in Secondary School

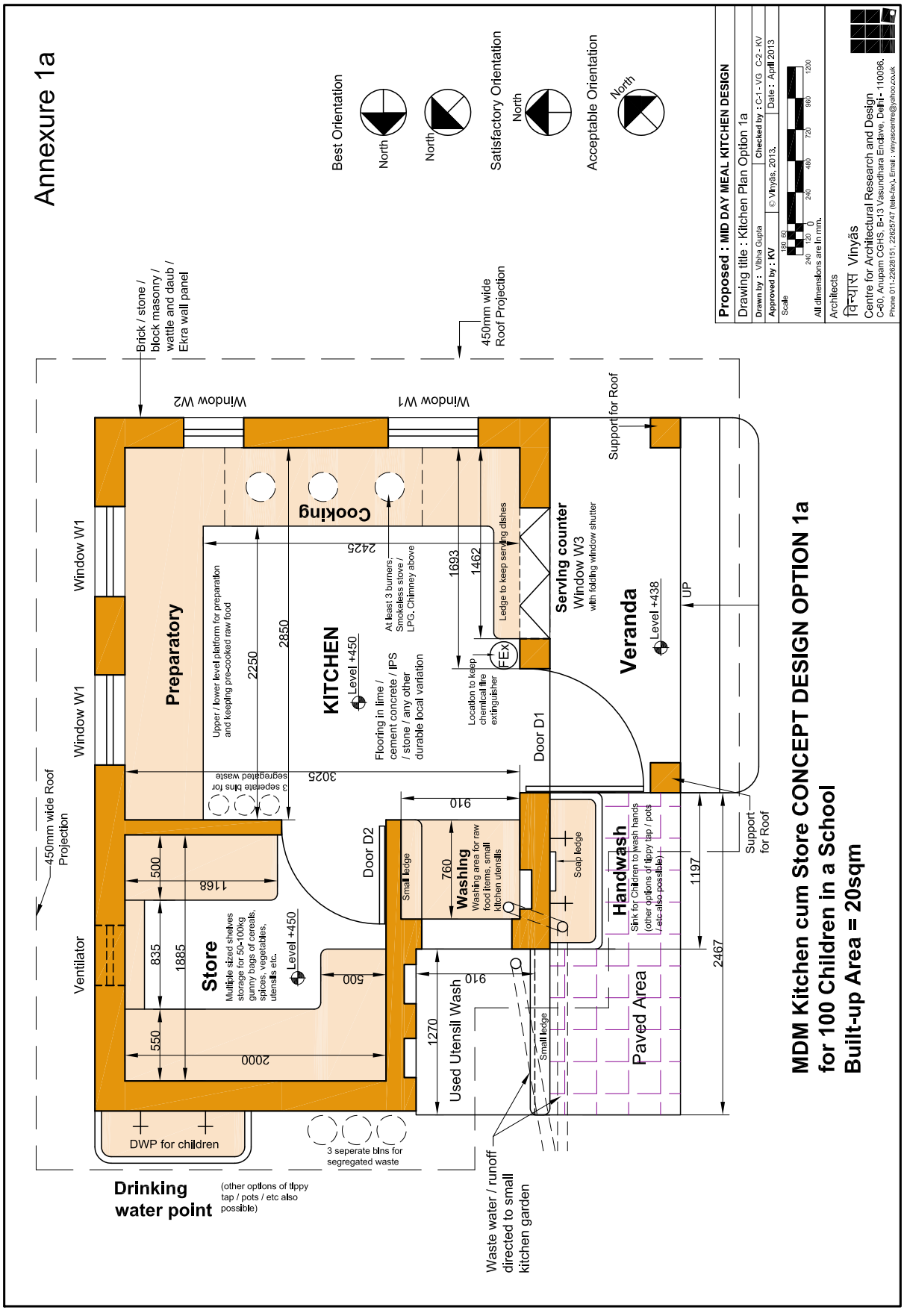


Annexure 5: Technical Design of Group Handwashing Facilities

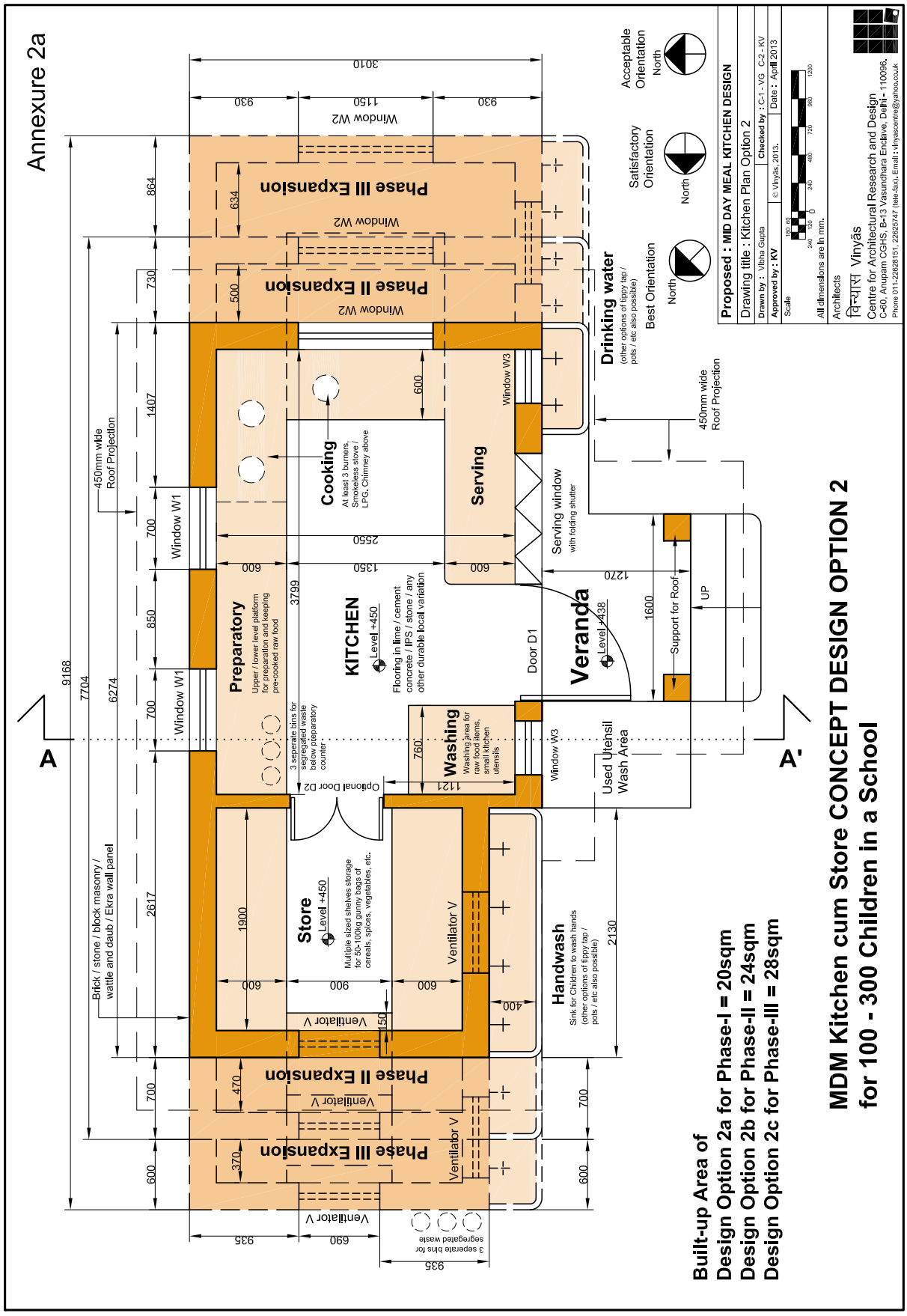


Drawing for Type II DHaAL Mass Hand Washing Facility.

Annexure 6: Technical Design of Improved MDM Kitchen Sheds (Model 1)



Annexure 7: Technical Design of Improved MDM Kitchen Sheds (Model 2)



Websites and Resources

Technical Designs

- MHRD/MDWS/UNICEF (2009), 'An Inclusive Approach to School Sanitation and Hygiene Education: Strategy, Designs and Norms'www.mdws.gov.in
- UNICEF (2014), 'Toilet Technical Design Manual' - design options for School and Anganwadi toilets, from the basic to advanced, with different cost options
- MDWS/UNICEF (2014), 'Technical Design Manual' - design options and costing of group hand washing facilities
- MHRD (2013), 'Revised costs and design norms for MDM Kitchen Sheds'. www.mdm.nic.in
- MHRD and MoUD (2011), 'National School Sanitation Manual (for CBSE schools)' www.mhrd.gov.in

Films and Video Spots

- UNICEF (2012), WASH in Schools – "WASH in Schools: Why not" – a short advocacy film
- UNICEF (2013), 'Mission Possible: WASH in Schools – advocacy film demonstrating group hand washing' www.youtube.com/watch?v=w_v1QBmj02Q
- Behaviour change posters, teaching booklets, advocacy sheets for classrooms in local languages

Forthcoming

- A 60 second video spot on group hand washing before MDM, for MHRD (forthcoming 2014)
- 3 x 4 minute films, each one aimed at sensitising different target groups, which include government officials/ policy makers, teachers and SMC members.

Other Materials

UNICEF (2014), 'An Overview of the Status of Drinking Water and Sanitation in Schools in India: a snapshot'. This snapshot provides current data on WASH in Schools in India. http://www.dise.in/Downloads/best%20practices/WASH%20in%20Schools%20India%20Snapshot_DISE%20data%20analysis.pdf

State Level Data of All States

S. No.	State Name	Total Schools	Schools without Girl's Toilet(s)	Schools without Boy's Toilet(s)	Schools with Dysfunctional Girl's Toilet(s)	Schools with Dysfunctional Boy's Toilet(s)
1	Andaman & Nicobar Islands	348	23	21	10	15
2	Andhra Pradesh	45714	9114	19275	8329	5374
3	Arunachal Pradesh	3398	871	1851	960	272
4	Assam	50186	6890	16255	3956	6592
5	Bihar	70673	17982	19422	9225	9597
6	Chandigarh	112	0	0	0	0
7	Chhattisgarh	47526	2753	8168	3667	3056
8	Dadra & Nagar Haveli	275	14	41	12	9
9	Daman & Diu	88	0	0	0	0
10	Delhi	2826	0	0	0	0
11	Goa	961	22	163	31	28
12	Gujarat	33713	87	869	80	147
13	Haryana	14974	380	686	156	169
14	Himachal Pradesh	15219	460	924	46	52
15	Jammu & Kashmir	23234	6294	7822	2797	1553
16	Jharkhand	40666	4736	5484	3979	3350
17	Karnataka	46421	12	24	30	68
18	Kerala	5111	82	137	62	70
19	Lakshadweep	44	0	0	0	0
20	Madhya Pradesh	114444	9130	9443	9271	8819
21	Maharashtra	67307	1226	1221	2190	1088
22	Manipur	3132	67	191	487	369
23	Meghalaya	7757	3781	3515	1063	1089
24	Mizoram	2273	6	663	402	99
25	Nagaland	2603	96	341	254	87
26	Odisha	58412	8196	13452	12520	9040
27	Pondicherry	433	0	0	0	0
28	Punjab	21343	544	665	372	450
29	Rajasthan	83564	2224	3788	2990	3933
30	Sikkim	870	8	29	24	28
31	Tamil Nadu	37002	1442	4278	958	1159
32	Telangana	29375	7945	14884	7881	3952
33	Tripura	4323	352	280	169	179
34	Uttar Pradesh	160763	2355	4634	5971	3852
35	Uttaranchal	17426	743	847	1005	1200
36	West Bengal	81915	13608	12858	9087	11300

Water, sanitation and hygiene education in schools provides safe drinking water, improves access to clean sanitation facilities and promotes lifelong health. Good hygiene practices in schools enhances the well-being of children and their families, and paves the way for new generations of healthy children. Proper sanitation and drinking water facilities in schools significantly reduce hygiene-related disease; increase student attendance and learning achievements; and contributes to dignity, inclusion and equity. These attributes serve as a base for ongoing development and economic growth.

सत्यमेव जयते
Department of School Education and Literacy
Ministry of Education
Government of India

स्वच्छ भारत
एक कदम स्वच्छता की ओर

SWACHH VIDYALAYA PURASKAR

2021-2022

Recognizing excellence in Water, Sanitation and Hygiene in schools









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बी.आर.सी.मीटिंग हाल
KITCHEN

01
CHAPTER

SWACHH BHARAT SWACHH VIDYALAYA
A NATIONAL MISSION

Water, Sanitation and Hygiene in Schools play a significant role in determining the health of children, attendance, dropout rate and learning outcomes. The provision of water, sanitation and hygiene facilities in school secures a healthy school environment and protects children from illness (including COVID-19) and exclusion. It is a first step towards a healthy physical learning environment, benefiting both learning and health. Children who are healthy and well-nourished can fully participate in school and get the most from the education being imparted.

Figure 1: Swachh Vidyalaya Package

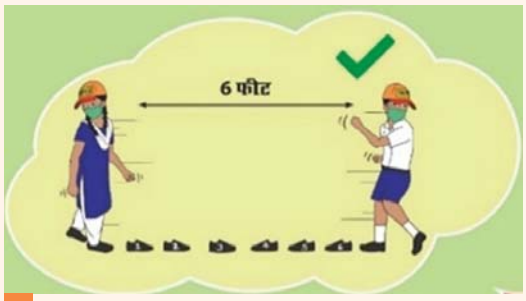
In 2014, The Ministry of Human Resource Development (now Ministry of Education), Government of India launched 'Swachh Bharat Swachh Vidyalaya' (SBSV) initiative to ensure that all schools in India have access to separate functional toilets for boys and girls. The initiative lays emphasis on promoting safe and appropriate hygiene practices in schools and behaviour among children.

The Swachh Vidyalaya initiative has defined the essential elements of Water, Sanitation and Hygiene in Schools which are categorized under Water, Sanitation, Handwashing with Soap, Operation and Maintenance, Behaviour Change Activities and Capacity Building. During 2019-20, the COVID-19 pandemic, impacted classroom learning for millions of children in India, in an

unprecedented way. Keeping the same in view, "COVID-19 preparedness and response", has been included as an additional parameter in the Swachh Vidyalaya package, considering its implications for health, hygiene and safety of the children.

Figure 2: Key Preventive measures against "COVID-19"

01 Use of face mask appropriately



02 Maintain Social Distancing

03 Handwashing with Soap

Following are the three key measures critical for health and safety of children in schools and limiting the risk of COVID 19:

SVP guidelines envisage local efforts (hardware & software) towards child friendly, CWSN friendly and gender sensitive facilities including Menstrual hygiene management (MHM) and climate resilient, COVID-19 sensitive and water efficient services. As such, SVP includes questions related to toilets suitable for children with special needs, MHM, water conservation and COVID -19.

Stakeholders like school teachers, students, and child cabinets have a key role to play in this process; so, their skills and capacity development are of critical necessity. SVP provides a ready opportunity to inculcate relevant fundamental duties; citizenship skills and values among the students with linkage to environmental awareness including water, sanitation and hygiene, resource conservation as visualised under the National Education Policy 2020.

It is required that the components of this basic minimum package are commonly understood and used by all schools as a means to achieve desired service levels in water, sanitation and hygiene practices. Following the launch of the initiative, the state, district and local governments as well as schools across the country have significantly improved sanitation facilities in schools. They are striving to improve access and have introduced child friendly designs, maintenance practices, effective monitoring using ICT tools, behaviour change communication, new financing options and forging partnerships. The schools are now more sensitive towards making WASH facilities accessible to CWSN, incorporating provisions for improved menstrual hygiene like access to safe hygienic sanitary products and safe disposal facility, water conservation measures like efficient use/ saving, recharge, harvesting and O&M measures like repair, retrofitting, convergence etc. The COVID-19 sensitive measures like no touch/ least touch handwashing facility, ensuring safe distance during WASH facility use, daily cleaning and disinfection, safe waste disposal etc. have been priorities in schools.

SVP in recent years besides recognizing the local efforts, has proved instrumental in engaging school for assessing own situation against the key WASH performance level (through benchmarking approach). SVP based situation analysis is instrumental to identify infrastructure and service level gaps leading to development of school level Swachhata Action Plan (SAP), as envisaged under Samagra Shiksha. The Swachhata Action Plan in turn can be effectively utilized by schools, to mobilize resources & transform school WASH, through active convergence & support of key stakeholders (Rural/ Urban Local Body, CSR, local donors, community). Through SAP, thousands of schools have demonstrated various local approaches to develop and sustain improved WASH services in respective schools.

These good practices need to be recognized and shared for accelerating and sustaining the achievements of the Swachh Vidyalaya initiative.

CHILDREN ARE AGENT OF CHANGE

Schools are an established entry point for learning. They present an opportunity to engage parents and community in general, either through knowledge dissemination via children or through direct engagement and demonstration at the school. Children are fast learners and adapt their behaviour more easily than adults. Children are also effective role models. They may question existing practices in their households and choose to demonstrate good hygiene. What they learn at school is likely to be passed on to their peers and siblings, and to their own children if they become parents.

Source: Swachh Bharat Swachh Vidyalaya Handbook


दिवस
2021

02 CHAPTER | SWACHH VIDYALAYA PURASKAR 2021-2022

The Swachh Vidyalaya Puraskar (SVP) was instituted in 2016-17 by the Ministry of Human Resource Development (now Ministry of Education), Department of School Education and Literacy, Government of India to recognize, inspire and celebrate excellence in sanitation and hygiene practice in Schools. The explicit purpose of the awards is to honour schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign. In the SVP 2017-18, a significant 6,15,151 schools participated from 36 States and Union Territories (UTs).


G.B.L
CHAIBASA

03 CHAPTER

WHO IS ELIGIBLE FOR THE AWARDS

The awards will be open for

Government schools

Government Aided schools

Private schools

in both rural and urban areas

04 CHAPTER

METHODOLOGY FOR SELECTION OF SCHOOLS FOR THE AWARDS

The process for identifying and recognizing schools for awards is as below:

1. School can participate in the SVP 2021-22 through web portal http://education.gov.in → Swachh Vidyalaya → Swachh Vidyalaya Puraskar 2021-22 or by downloading a mobile app, "Swachh Vidyalaya Puraskar 2021-22" from Google Play Store or Apple App Store.

2. School need to first "Sign Up" by using UDISE+ code of the school. School will need to verify the pre filled information of; school's UDISE+ code, name, state, district, block, village. After verification, school will fill up additional basic information of; Address of the school, respondent's name, designation, mobile, email. School will also choose a password and confirm password. Post this, school will need to press the "sign-up" button. A pop up message "Sign Up Successful" will appear on screen and an email confirmation will be received for same. School should take note of the password generated as that will be used for login purpose.

3. School can "Login" for SVP-2021-22 by using "UDISE+ code and the password". Password should be same as selected during sign up phase. Schools will then proceed to fill in the information (along with photo upload) as per the prescribed self-assessment format for the school level information under the Annexure 1 (Section A: Primary information (for registration) & Section B: assessment categories (for survey). After completing the form, school will click the "submit" button. An OTP will be generated and sent to the registered email. School will type the OTP to complete the SVP application. A pop up message on screen will appear informing successful submission.

4. The website/mobile app is customized to cater to different categories of schools. Schools are expected to provide accurate information as required in the format.

5. The information in the format corresponds to the requirements in Swachh Vidyalaya guidelines. **Annexure 2** provides the list of indicators categorized under (a) Water (b) Toilets (c) Handwashing with Soap (d) Operation and Maintenance and (e) Behaviour Change and Capacity building & (f) COVID-19 (Preparedness and Response)

6. Maximum scoring for each parameter is given in Table 1:

Table 1: Scoring assigned to Swachh Vidyalaya Parameters

Sub-Categories	Maximum Score
Water	22
Toilet	27
Handwashing with Soap	14
Operation and Maintenance	21
Behaviour Change and Capacity Building	11
COVID-19 Preparedness and Response	15
Total	**110**

7. The performance of the schools against different categories will be scored as per the method given in Annexure 3.

8. On the basis of the scores obtained, the schools would be given a star rating as described in Table 2.

Table 2: Performance level based on the Compliance to the Swachh Vidyalaya parameters

Score	Star Rating	Remarks
90% - 100% of the Norms**	*****	Excellent, Keep it up
75%- 89% adherence to the Norms	****	Very Good
51% - 74% adherence to the Norms	***	Good, but there is a scope for improvement
35%- 50% adherence to norms	**	Fair, Needs Improvement
Below 35% adherence to the Norms	*	Poor, Needs considerable Improvement

* Each school should score a minimum of Three Star rating in each of the parameters in order to be eligible for any award.

** Norms signifies, the maximum total score for the concerned school category as in Annexure- 3.

05 CHAPTER CATEGORIES OF AWARDS

The awards are categorized at the District level, State and National level.

(i) District Level Awards: Open to all Five Star, Four Star and Three Star rated schools

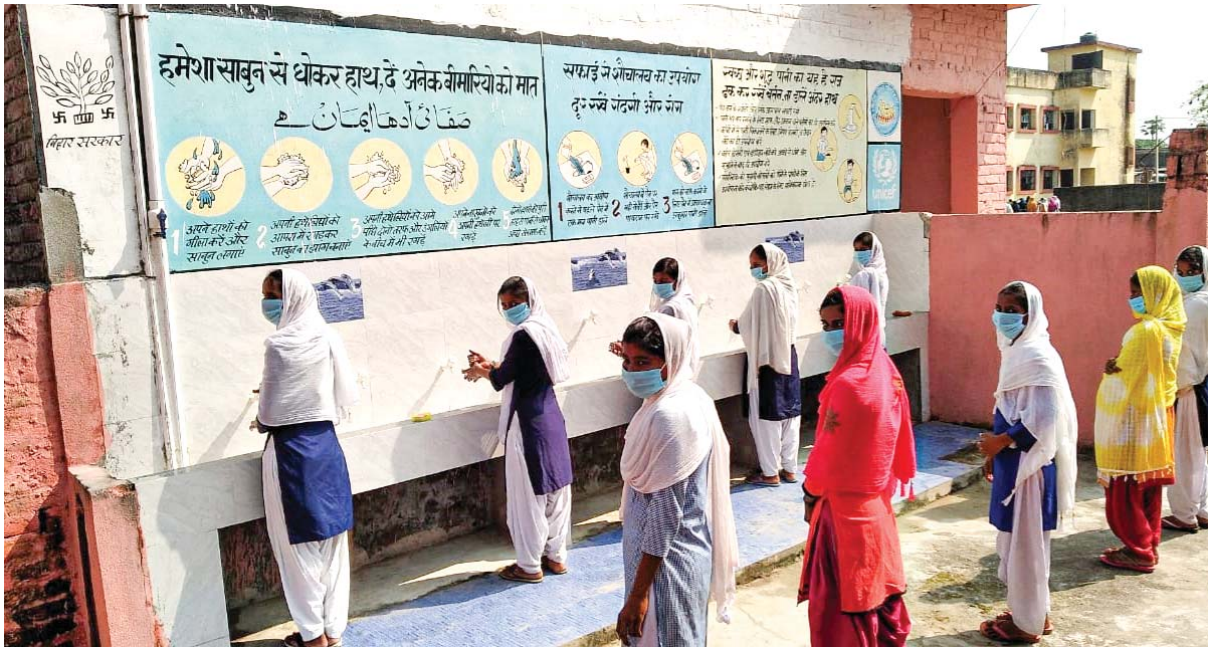
- Concerned department will appoint a Nodal Officer, at the district level to overview & coordinate the implementation of the SVP activities in the district.
- Online (web/ mobile) applications received before the cut-off date will be screened by a District level Committee headed by the District Collector (or her/his appointee) and comprising of District Education officer, three eminent school teachers, Superintendent Engineer (Water supply / PHD), District Health Officer and two members from civil society organizations/ NGOs.
- RURAL:
  a) Three elementary and three Secondary/ Sr. Secondary schools having the highest overall score with rating not below Three Star will be selected for the District level Award (Total 6)
  b) In addition, 3 schools (Two elementary and One Secondary/Sr. Secondary) having the highest score in each of the Sub Category with rating not below Five Star in the Parameter will be selected for the sub-category wise awards at the district level (Total 18)
- URBAN
  a) Two schools (one elementary and one Secondary/Sr. Secondary) having the highest overall score with rating not below Three Star will be selected for the District level Award (Total 2)
  b) In addition, two schools (one elementary and one Secondary/Sr. Secondary) having the highest score in each of the Sub Categories with rating not below Five Star in the Parameter will be selected for sub-category wise awards at the district level (Total 12).
- The District Level Committee may get a physical verification of the nominated schools done by a team consisting of school teachers and students in the district. The verification would be done using a check list and by taking photographs, through the Mobile App.
- Each of the selected schools with highest overall score (Total 8) and each of the schools having the highest score under each sub- category (Total 30) will be awarded with certificate of recognition at district level, provided that all the schools with an overall rating of Five Star would be awarded with a certificate of Recognition

and will be considered for the State/UT Awards.

- Each of the selected schools with highest overall score (Total 8) & in sub-category level (Total 6 schools having highest score under each sub-category (irrespective of it belonging to- elementary/ secondary or sr. secondary or being from rural/ urban), conforming to eligibility criteria for state level, should be eligible for the state level awards.

(ii) State/UT Level Awards: Open for Five Star and Four Star Rated Schools

- Concerned department will appoint a Nodal Officer at the state level to overview & coordinate the execution of the SVP activities in the state.
- Schools selected for District Level Awards with overall rating not less than Four Star will be considered for the State/UT Level Awards. In case the number of Schools in a district having Five Star Rating is more, all the schools having overall Five Star Rating will be considered for State/UT Level Awards.
- These schools will be screened by a State/ UT Level Committee headed by the State Education Secretary or her/his nominee and comprising of Director (Education), Director (Health), two eminent school heads (selected by the State Education Secretary), Chief Engineer (Water Supply & PHD), Director (Panchayati Raj), Director (Urban Local Bodies), representatives of Civil Society Organizations as members.
- In overall score category- A maximum of 20 schools (6 elementary level – rural, 6 secondary/sr. secondary level – rural, 4 elementary level – urban, 4 secondary/sr. secondary level – urban) will be selected for State/UT Level Awards.
- In sub-category level - A maximum of 6 schools (1 best school from each sub-category, irrespective of it belonging to- elementary/ secondary or sr. secondary or being from rural/ urban) will be selected for State/UT Level Awards, for excellence in one of the sub-categories but not covered under overall awards.
- The State/UT Level Committee may get a physical verification of the schools done by



a team consisting of school teachers and students in the district. The verification would be done using a check list and taking photographs.

- A maximum of 20 schools (overall score category) & 6 schools (sub-category) selected at State/UT level from each State/ UT will be awarded with a Certificate of Recognition.
- The State may also decide to confer these schools with additional grants/funds for incentivizing them for sustaining their status.
- In overall score category- A maximum of 20 schools with Five-star rating, (6 elementary level – rural, 6 secondary/sr. secondary level – rural, 4 elementary level – urban, 4 secondary/sr. secondary level – urban), those conforming to national level award criteria, from each State/UT would be considered for nomination for the National Level Award.
- In sub-category level- A maximum of six, i.e., total 6 best schools: one (1) best school from each sub-category & conforming to national level award criteria, would be considered eligible/ nominated for the National Level Award.

(iii) National Level Awards: Open to only Five Star rated schools and schools applying to the special awards categories

- In overall score category- A maximum of 40 schools (10 elementary level – rural, 10 secondary/sr. secondary level – rural, 10 elementary level – urban, 10 secondary/sr. secondary level – urban) will be awarded at the National level.
- In sub-category level - A maximum of 6 schools (1 best school from each sub-category) with the highest score will be awarded at the National level for excellence in one of the sub-categories but not covered under overall awards.
- A maximum of 20 schools selected for State/UT Level Awards (overall score category) with rating of five stars from each State/UT & 6 Schools in (sub-category) will be considered eligible for National Level Awards.

- 100% physical verification of the nominated schools will be done using a check list and by taking photographs and videography.
- A National level Committee headed by the Secretary (School Education & Literacy) and comprising of Joint Secretary (Department of Drinking Water and Sanitation, Ministry of Jal Shakti), Joint Secretary (School Education), 3 experts in Schools/ Bilateral agencies/Civil Society Organizations (to be nominated by Secretary, School Education & Literacy) as members will decide the final awardees.
- The best 20 schools each at the Elementary and Secondary/Sr. Secondary levels having the maximum score will be given an award of Rs. 60,000/- as additional School Grant to be utilized as per the Samagra Shiksha Guidelines for improving Sanitation and hygiene along with a Certificate of Recognition.
- The best 1 school in each sub-category (total 6 schools) having the maximum score will be given an award of Rs. 20,000/- as additional School Grant to be utilized as per the Samagra Shiksha Guidelines for improving Sanitation and hygiene along with a Certificate of Recognition.
- The Expenditure for the National Level Awards will be borne under Samagra Shiksha.
- A summary of the evaluation procedure is given at **Annexure-4.**

06 CHAPTER STAGES OF THE AWARDS PROCESS

1. **Jan- March 2022** — Online submission of applications by the schools

2. **1st April – 15th May 2022** — Selection for the awards at the district level

3. **Till 22nd May 2022** — Submission of results for the State/UT level awards

4. **22nd May – 30th June 2022** — Selection of schools for State/UT level awards

5. **1st July – 7th July 2022** — Submission of results for the national level awards

6. **7th July – 7th September 2022** — Cross validation at national level

7. **15th October 2022 (Global Hand Washing Day)** — Tentative date for the national level award ceremony

ANNEXURE 1

SELF-ASSESSMENT FORMAT FOR SCHOOL LEVEL INFORMATION

Section A: Primary Information

A 1. UDISE+ Code:

A 2. Name of School and Address:

A 3. Name of Respondent:

A 4. Designation of Respondent:

a) Principal/Head Teacher

b) In-charge Head of the school

c) Teacher

e) Other staff of the school

A 5. Contact Details of Respondent:

a) School Phone No:

b) Mobile No:

c) Email id:

A 6. School Management

a. Government schools

Sub Category: a.1) Kasturba Gandhi Balika Vidyalaya (KGBV),
a.2) Ekalavya Model Residential School

b. Government aided Schools

c. Specified Category Schools

Sub Category: a.1) Kendriya Vidyalaya a.2) Navodya Vidyalaya (JNV),
a.3) Sainik School a.4) Any other school having distinct character

d. Private Schools

A 7. School type (use)

a. Residential

b. Non-residential

A 8. Category of School

a) Primary only with grades 1-5

b) Upper primary with grades 1-8

c) Higher secondary with grades 1-12

d) Upper Primary only with grades 6-8

e) Higher secondary with grades 6-12

f) Secondary/ Sr. Secondary with grades 1-10

g) Secondary/ Sr. Secondary with grades 6-10

h) Secondary/ Sr. Secondary only with grades 9 & 10

i) Higher secondary with grade 9-12

j) Higher secondary/ Jr. College only with grades 11 & 12

A 9. School type (boys / girls)

a) All boys' school

b) All-girls' school

c) Co-education

A 10. Usage of school premises

a) Single School – Single shift

b) Single School – Double shift

c) Multiple Schools on premises with different UDISE+ codes

d) Single school that runs in more than one campus

if b) Please answer the rest of the form for only "one shift" (select the shift with higher enrolment for the entry and fill all the subsequent information on that only)

if c) Please answer the rest of the form for only 'one school", whose UDISE+ code is entered

if d) Please answer the rest of the form for only 'one campus' where maximum number of students are enrolled

A 11. Year of Establishment of the School: _____

A 12. Location of the School

a) Rural Area

b) Urban Area

A 13. Name of Board

a) State-

b) Others, Specify board_____ (hint: CBSE, ICSE, International etc)

A 14. Number of students enrolled in the school:

a) Number of Boys

b) Number of Girls

A 15. Number of Children with Special Needs:

a) Number of Boys

b) Number of Girls

A 16. Number of Teachers and Staff:

a) Number of Male

b) Number of Female

A 17. Has the school won awards at different level in SVP 2016-17 and/ or SVP 2017-18? If so, please specify the level of awards and year(s). Multiple responses can be opted as per appropriate:

SVP 2016-17		SVP 2017-18	
Level	**Response (Yes/ No)**	**Level**	**Response (Yes/ No)**
a. District		d. District	
b. State		e. State	
c. National		f. National	

A 18. Has the school developed and implemented a Swachhata Action Plan (SAP)?

a. No

b. Yes

A 19. Is the school aware of the requirements of the Standard Operating Procedures (SOPs) for Sustaining Water, Sanitation & Hygiene in schools (https://schooledn.py.gov.in/ssarmsa/pdf/SOP for WASH - 14-10-2021.pdf)?

a. No

b. Yes

Section B: Assessment Categories

WATER

- **Access to Safe, Adequate and Reliable Drinking Water**
- **Availability of Water for Use in Toilet and Handwashing**

Key indicative norms and standards (water)

SN	Provision	Non-Residential	Residential
1	Water Source	▪ At least 1 dedicated safe drinking water source within school premise (SSHE) ▪ Potability of the water to be tested as per the prescribed schedule (SSHE) ▪ Source to be located at least 10 meters away from the toilet leach pit (SSHE)	
2	Drinking water requirement	▪ 1.5 litre per person per day	▪ 5 litre per person per day (SSHE)
		▪ The tank capacity accommodates a buffer storage reserve in case of emergency (for 2 days) (SSHE)	
3	General Water Requirement	▪ 45 litre per head (domestic + flushing)	▪ 135 litre per head (domestic+ flushing)
4	Ablution tap	▪ 1 in each water closet	▪ 1 in each water closet
5	Drinking Water Points	▪ 1 for every 50 pupils or part thereof	

Source:

1. An inclusive approach for school sanitation and hygiene education (SSHE), 2012, Department of Drinking Water Supply, Ministry of Rural Development, Govt of India, by DDWS, UNICEF (India) Country Office
2. National Building Code (NBC) of India 2016, by Bureau of Indian Standards, Government of India
3. National Rural Drinking Water Programme (NRDWP), 2013, Department of Drinking Water Supply, Ministry of Rural Development, Government of India

SURVEY

1. **What is the main source of drinking water, available in the school campus?**
   (please select the source used by most students in case of multiple drinking water sources)
   a) **No drinking water source** available in school campus (students may bring water from home / use outside source)
   b) **Unimproved Source:** Unprotected- well/ spring, surface water: lake, river, stream, pond, canals, irrigation ditches
   c) **Improved Source:** Hand pump/ Boreholes/ tube wells or packaged water (bottled / sachet), protected- well/spring/ rainwater catchment/ harvesting (collection), Delivered water (Tanker-trucks /Cart with small tank / drum).
   d) **Piped Water Supply**

If (a) then questions 2-6 are not applicable to your school. Go to question number 7

2. **Is adequate drinking water (at least 1.5 litre per child per day in non-residential & 5 litre per child per day in residential school) available from this water supply, all days throughout the year?**
   a) No, not available (unavailable > 30 days total)
   b) Mostly Available (unavailable ≤ 30 days total)
   c) Yes (always)

3. **How is drinking water stored and handled by most of the students?**
   a) No storage system for storing drinking water
   b) Container /pitcher only
   c) Container/pitcher with lid and ladle
   d) Container with taps
   e) Overhead storage tank with drinking water taps

4. **Is the drinking water treated at the source regularly (safe drinking water availability) to make it safe for consumption?"**
   a) No treatment
   b) Filtration/ Solar disinfection
   c) Boiling/ Adding chlorine/ Bleaching powder (Chlorination) Treated at water source-no treatment required in the school
   d) Advanced treatment unit (RO, UV, micro-filtration, etc.)

Note: Chlorination is a process in which chlorine is added to disinfect water from disease causing germs. One should wait about 30 minutes after the addition and before consumption, so that there is free residual chlorine (FRC) available in water afterwards. The concentration of FRC should be between 0.2 and 0.5 mg/l.)

5. **Is the quality of drinking water tested (please upload the copy for the test for biological and chemical test information)?**
   a) No testing
   b) Tested once in a year
   c) Tested twice or more times in a year

6. How many functional drinking water points are there in the school? _____.

Note: Count the total number of drinking water points at the school for students. Drinking water point refers to any point where children can get water to drink when needed. These could include, but are not limited to, piped taps, water coolers and buckets with taps, and functional pitchers.

7. What is the main source of water for use in toilets?

a) No water supplies available

b) Hand pump/ bucket/ tap near toilet unit

c) Drums/ cement tanks/ plastic containers with water inside the toilet unit

d) Running water with taps inside each toilet unit

8. What is the main source of water used for hand washing before Mid-Day Meal (MDM) / lunch by students and cooks?

a) No water supplies available

b) Hand pump/ bucket/tap near handwashing area

c) Drums/ cement tanks/ plastic containers with water near hand washing area

d) Running water with taps at all the hand washing points

If (a) then question number 24, 25 and 26 are not applicable to your school.

9. Is there a functional rain water harvesting facility in the school?

a) No

b) Yes – Groundwater recharge system

c) Yes – Rain water storage system

d) Both rainwater storage and groundwater recharge system

TOILETS

- **Availability of Separate Functional Toilets for boys and girls**
- **Availability of Separate Functional Urinals for boys and girls**
- **Functional Toilet Facilities for Children with Special Needs, Teachers and Staff**

Key indicative norms and standards (toilets):

SN	Provision	Non- residential school	Residential school
A-	Toilet Block		
1	Toilet/ Squatting pan	▪ 1 unit for every 80 boys or part thereof (SSHE) ▪ 1 unit for every 40 girls or part thereof (SSHE)	▪ 1 unit for every 20 boys or part thereof (SSHE) ▪ 1 unit for every 20 girls or part thereof (SSHE)
2	Toilet for CWSN	▪ At least one toilet designed for children with special needs (SSHE)	▪ At least one toilet designed for children with special needs (SSHE)
4	Safe Menstrual waste disposal (incinerator)	▪ Facilities (Incinerator) for safe disposal of used menstrual absorbents*. (SSHE Guideline, MHM Guideline)	
5	Cloth hanging hooks	▪ Hooks in each toilet (at least 2) (SSHE)	
6	Ventilation arrangement	▪ 1 opening in each toilet (450 mm x 450 mm) at appropriate height and location (SSHE)	
7	Secure Door	▪ 1 door with latch in each WC (SSHE)	
8	Niche/ rack in wall (Girls' Toilet)	▪ 1 niche/ rack in each girl's toilet to keep the sanitary napkins (SSHE)	
B	Urinal Block		
1	Urinal	▪ 1 urinal per 20 boys (SSHE) ▪ 1 urinal per 20 girls (SSHE)	
2	Self-cleaning system	▪ 1 flushing system in each urinal (SSHE)	
3	Ventilation arrangement	▪ 1 opening for ventilation in each urinal	

Source: NBC 2016, SSHE 2012 & National Guideline for the Menstrual Hygiene Management, By Ministry of Drinking Water and Sanitation, Government of India, 2015

10. Does the school have separate toilets for boys and girls in working condition?

a) There are no toilet units for either boys and girls

b) If co-education, the same toilet unit is used by boys and girls

c) The all boys or all-girls school has toilet units

d) If co-education, there is at least one toilet unit each for boys and girls

If (a) then question numbers 11-15 are not applicable to your school. Go to question 16.
If (b) then question numbers 12 and 13 are not applicable to your school.

11. What is the most common type of toilet used by the students at the school?

a) **Unimproved Latrine:** Pit latrine without slab, Hanging latrine (toilet seat/ squatting plate over drain or a water body), Bucket latrine

b) **Improved Latrine:** Flush / Pour flush toilets, Pit latrines with slab (at least 50 mm water seal must be in pan of latrine), Composting toilets

12. How many toilets seats in working condition does the school have for boys and girls? (functional/ working condition toilet: water available in toilet, minimal odour (no foul smell), unbroken seat, regularly cleaned dry, working drainage system, accessible to users, closable door)

a) Boys …….

b) Girls …….

13. How many urinals does the school have in working condition for boys and girls? (Functional/ working condition urinal: smooth floor, privacy/ screen door between two urinals, slope to drain, (no foul smell, proper functional soak pit, arrangement of flushing water for cleaning)

a) Boys…….

b) Girls…….

14. Does the school have toilets accessible to the Children with Special Needs (CWSN) (an accessible toilet for CWSN, is one that if there is a functional toilet with ramp, handrail, and wide door for wheelchair entry inside toilet)?

a) Toilets are not accessible to CWSN

b) There is at least one separate toilet for CWSN with ramp and handrail.

c) The school has at least one separate toilet for CWSN with ramp, handrail, and wide door for wheelchair entry and support structure inside toilet.

15. Is the height and size of toilet and urinal facility suitable for children of all age groups in the school?

a) No

b) Yes

16. Does the school have separate toilets for Teachers and Staff?

a) No toilet

b) There is one separate toilet for use by teachers and staff

c) There are separate toilets for male and female teachers/ staff

d) Teachers and staff use the toilets meant for students

17. Do all the toilets in the school have secure door with latch and cloth hanging hooks?

a) No

b) Door with latch/bolt only

c) Door with latch/bolt and cloth hanging hooks

18. Do all the toilets (water closet) have roof and proper ventilation for natural light and air?

a) No

b) Yes

19. Does the school have separate dustbins with lid and with specific colours for disposal of menstrual waste?

a) No

b) Yes

20. Which of the following option is used by the school for safe treatment/ disposal of sanitary waste? (an incinerator in working condition maintaining adequate burning temperature or deep burial of waste with adequate precautions)

a) No specific measures

b) Deep burial pit

c) Disposed in a manual incinerator

d) Disposed in an electric Incinerator

21. What is the main mechanism for disposal of toilet waste / faecal sludge?

a) No specific measure / sludge released in open

b) Open drain or septic tanks without cover or broken cover

c) Leach pits with sturdy and solid cover (prevents contact with flies/accidental overspill)

d) Septic tank/bio-toilets/ sewer line with sturdy and solid cover

HANDWASHING WITH SOAP

- **Functional Handwashing with Soap Facilities for Use After Toilet**
- **Functional Handwashing with Soap Facilities for Use Before Meals**

Key indicative norms and standards (Handwashing with Soap):

SN	Provision	Non- residential school)	Residential school
1	Handwashing points	One for every 20 children (SSHE)	1 point for every 20 children (SSHE)
2	Soap Tray with soap	1 tray with every 2 wash taps/ point (SSHE)	

Source: SSHE 2012

22. Does the school have facility for hand-washing after use of toilet?

a) No hand washing facility (with water provision) near the toilet units

b) Wash basin or hand washing point (with water provision) close to the toilet units

c) Wash basin either inside or attached to every toilet unit- (with water provision- through handpump, bucket, drum etc)

d) Wash basin either inside or attached to every toilet (with running water) unit

If (a) then question number 23 is not applicable to your school. Please go to Q. 24

23. Does the school provide soaps for hand washing after use of toilets?

a) No soaps available

b) Soaps are placed under supervision and are available on demand

c) Soaps are available at all the hand washing points all the time

24. Does the school have facility for hand-washing before Mid-Day Meal (MDM) / lunch where a group of children can practice hand washing at the same time?

a) No hand washing facility

b) Yes, with water from hand pump/bucket

c) Yes, with water from taps; indicate number of taps_____

If (a) then question numbers 25-27 are not applicable to your school. Please go to Q. 28

25. Does the school provide soaps for hand-washing before Mid-Day Meal (MDM) / lunch?

a) No soaps available

b) Soaps are placed under supervision and are available on demand

c) Soaps are available at all the hand-washing points at all the times

26. Do all children wash their hands with soap before mid-day meal (MDM)/ Lunch?

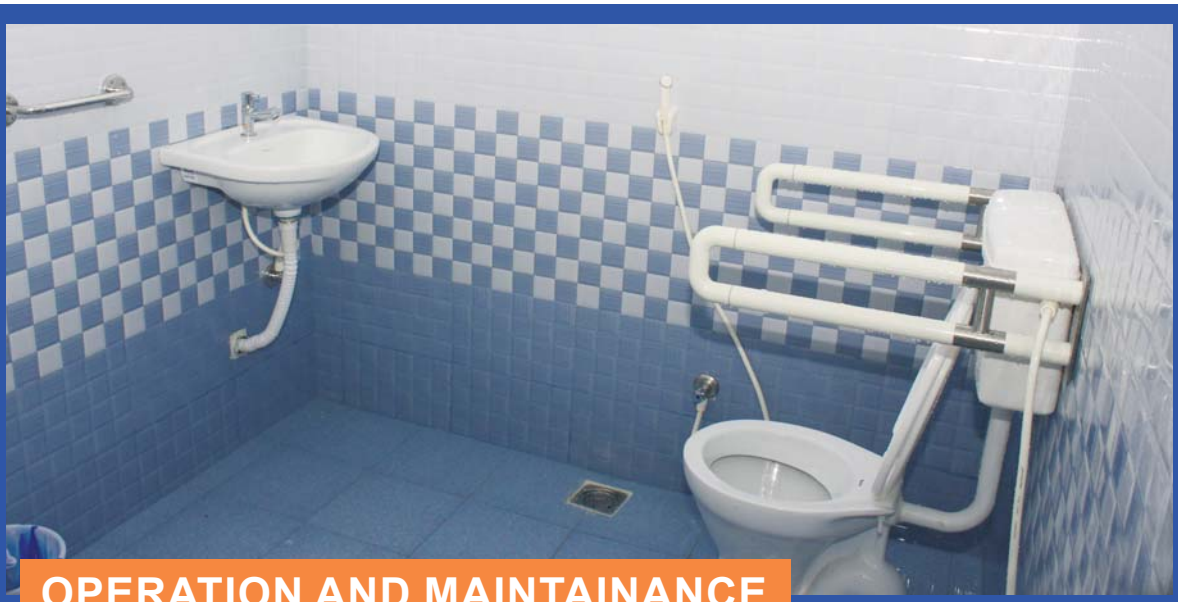
a) No, all children are not washing their hands with soap

b) Yes, all children wash their hands with soap

27. Is the height of hand-washing facilities suitable for children of all age groups in the school?

a) No

b) Yes



OPERATION AND MAINTAINANCE

- **Safe Disposal of wet waste (biodegradable waste), dry waste (non- biodegradable waste) and Liquid Waste**

o **Cleaning and Maintenance of School Environment**

28. Does the school provide dustbins in each class room, kitchen area, and at other appropriate toilets locations for collection of waste?

a) No

b) Yes

29. Does the school segregate wet waste (bio-degradable waste) and dry waste (non- bio degradable waste)?

a) No

b) Yes

30. How does the school compost its own biodegradable waste (wet waste)?

a) No specific measure

b) Yes, waste taken away for composting by someone

c) Yes, on school premises

31. How does the school dispose its non-biodegradable waste (dry waste)?

a) No specific measure / throw anywhere/ dumped at a place aside in campus/ nearby/ Burnt on school premises

b) Buried on school premises

c) Collection by municipality/Panchayat

32. Is the school premises clean (free from littering)?

a) No

b) Yes

33. Are the school premises free of water logging?

a) No

b) Yes

34. Are the school premises having Nutrition Garden?

c) No

d) Yes

35. Are the classrooms and teaching areas cleaned daily?

a) No

b) Yes

36. What is the frequency of cleaning toilets?

a) No specific schedule

b) Once a week

c) Twice in a week

d) Daily

37. Are toilets cleaned with appropriate cleaning material?

a) Cleaned only with water

b) Cleaned at least once in a month with soaping agent and disinfectant

c) Cleaned at least twice in a week with soaping agent and disinfectant

d) Cleaned daily with soaping agent and disinfectant

38. Who supervises the cleaning and maintenance of the toilets in the school?

a) No one in particular

b) Team of teachers, staff and child cabinet members

39. Does the school take care of the upkeeping/maintenance of fitting and fixture of toilets etc such as taps, flushing cistern, drainage pipes, overhead tank, wash basin etc. on a regular basis?

a) No, fittings and fixtures are not in working condition

b) Yes, fittings and fixtures are in working condition

40. Does the School Management Committee take active part in reviewing and addressing school WASH and operation and maintenance (functionally of the water, toilet, handwashing & general cleanliness) related issues in their monthly meetings?

a) No

b) Yes - regularly

BEHAVIOR CHANGE AND CAPACITY BUILDING

- **Hygiene Practices by students and cooks of mid-day meal**
- **Hygiene Education in School**

41. Does the school have at least 2 teachers trained in sanitation and hygiene education?

a) No

b) Yes

42. Role of Child cabinet (Bal-Sansad)/ student-led body, group or club that takes an active role in promoting sanitation and hygiene practices?

a) No

b) Yes

43. Who supervises the practice of daily hand-washing with soap by students and cooks before Mid-Day Meal (MDM) / lunch?

a) No one in particular

b) Teacher/ staff member

c) Dedicated team of teachers'/ staff members

d) Dedicated team of teachers'/staff members and child cabinet members

44. Does the school take up safe hygiene and sanitation education including awareness on hand-washing during morning assembly and in school club/ other regular student gatherings and functions?

a) No

b) Yes

45. Is menstrual health management regularly discussed with or taught to students of appropriate age (at least once in 3 months)?

a) No

b) Only with girls

c) With both girls and boys

46. Does the school conduct cultural programs and competitions (essay, painting, debate) on hygiene and sanitation?

a) No / Rarely

b) Yes – periodically in a year

47. Does the school display and use Water, Sanitation and Hygiene related posters and materials for promoting hygiene education?

a) No

b) Yes

COVID-19 (PREPAREDNESS & RESPONSE)

- **School community (Students, Teachers, support staff, SMC/SMDC members, parents/ caregivers, GP/ULB members) is well informed about key prevention & preparedness measures on COVID-19**
- **School Community adhere to Standard Operating Procedures/ protocols/ practices for preventive & preparedness on COVID-19, during school operation**

48. Whether school (students, teachers, support staff & SMC) has a safety and hygiene plan in place and it strictly follows protocols for health, hygiene and safety in view of COVID?"

a) No

b) Yes

49. Whether students, teachers, support staff & caregivers strictly adhere to use of "face cover/ mask" at all times throughout the school operation (including in school transport if any)?

a) Sometimes/ Never

b) All times

(Wearing of the face cover/ mask is compulsory in public places; in workplaces, and during transport; as one of the key measures to prevent infection of COVID-19. A face cover/mask should preferably use "clean cotton cloth", with a comfort fit to the student, while allowing to cover mouth, nose & chin completely. Mask should be there for individual use and should not be shared with anyone)

50. Whether school has been able to ensure strict adherence to safe physical/ social distancing (2 gaj distance (6 feet)) during routine school operation/ activities?

a) No

b) Yes, during class hours, during lunch hours, during use of common facilities, taking part in common activities, & transportation

(Individuals must maintain a minimum distance of 6 feet (2 gaj ki doori) in public places, to reduce the risk of transmission of COVID-19)

51. Has the school strictly and fully ensured that no one spit in open in school (including in school transport if any)?

a) No

b) Yes

(spitting should be strictly prohibited in school at all time, to avoid the spread of COVID-19)

52. Do all the students, teachers & support staff, adhere to strict respiratory etiquettes during the school operation (including in school transport if any)?

a) No (/few persons)

b) Yes (all the person),

(Respiratory etiquettes, involves the practice of covering one's mouth and nose while coughing/sneezing with a tissue/ handkerchief/ flexed elbow and disposing off used tissues immediately into a closed dustbin & WASH hands immediately after sneeze or cough. Good respiratory hygiene practices by children, teachers and staff in school and elsewhere (during transport etc), helps in prevention of COVID-19 transmission.)

53. Does the school have sure access to cleaning (including soap for handwashing) and disinfectant material supplies (for effective cleaning of floor & frequently touched surface)?

No

Yes

(cleaning and disinfectant material to include- soap for handwashing, soap powder/ detergent, 1% sodium hypochlorite or phenolic disinfectants)

54. Does the school have sure access to personal protective equipment (for sanitary workers, MDM team, emergency need), as critical WASH supplies (/stock)?

No

Yes

(Personal protective equipment (PPE)- *disposable rubber boots, gloves (heavy duty), disposable protective gloves, triple-layer mask, aprons, cap etc)*

55. Does the school have sure access to Cleaning equipment (mops, brooms, cloths, sprays, cleaners scrubbing brush/ bucket, covered dustbin etc.) supplies?

No

Yes

56. How frequently cleaning is done for all the floors (as classrooms, corridors, kitchen, store room & other key common areas/ spaces) in the school?

a) No specific frequency

b) At least twice in a week

c) Daily

57. Frequency and cleaning of other frequently touched surfaces as furniture (chairs, table, cupboards), door knobs, handles, switches, railings, sports items, lunch tables, sports equipment, toys, teaching and learning aids etc. with disinfectants?

a) No specific frequency

b) At least twice in a week

c) Daily

58. **Does the school have a separate isolation room for suspected cases (as a preparedness measure in case a student/ teacher/employee develops symptoms as- fever, cough, difficulty in breathing)**

a) No

b) Yes

(Self-monitoring of health by all and reporting any illness, symptoms at the earliest is among the key preventive measures, against COVID-19. In the school context "Isolation room", is a room/ as area earmarked (temporarily), that can be used to place the ill person isolated from others, if anyone develops (/found with) symptoms during the school operation. This preidentified isolation room/area, provides scope for children/ teacher/ staff to safely wait, before receiving care.)

59. **Has the school taken up (displayed/ used), sufficient COVID-19 specific child-appropriate IEC material & tools at the key locations & in sensitization sessions/ lectures, to reinforce adherence to key preventive measures**

a) Not taken up sufficient COVID 19 messages/IEC material and tools

b) Yes, taken up (including use of mobiles/ web based- poster, audio-visual/ reading/ learning material through authentic government source for session/ lecture)

(Key IEC material in school includes various selected messages approved by the government (especially by MoHFW, Govt. of India & concerned state government departments). These messages in the local context & language at key relevant specific sites (such as entrance, wall, corridors, galleries, classrooms, near water, sanitation & hand hygiene facilities, kitchen shed) can reinforce an individual's behaviours, adherence. Site-specific messages can be a mix of the following - COVID-19 infection transmission route, Do's and Don'ts, Symptoms (COVID-19), use of the mask, physical distancing, hand hygiene (steps, critical times), respiratory hygiene, solid & liquid waste mgt., safe handling of water, female & CWSN friendly provisions, proper O&M of WASH facilities. The posters & material etc. developed by children, are also considered, among important IEC activities in schools.)

Photos

a) Front view of the school and premises

b) School yard, showing overall cleanliness of the school premises

c) Separate functional toilets for boys and girls (2 photos)

d) Functional toilets for CWSN

e) Nutrition Garden in the school

f) Incinerator burial system for disposal of sanitary waste

g) Facilities for handwashing with soap after use of toilets and before mid-day meal/ lunch (1 photo each)

h) Water quality testing report

i) Teacher training certificate/ document

Photos should be taken showing children and teachers in their usual school routine, while protecting their privacy.

Click the "submit" button.

An OTP will be generated and sent to the registered email.

School will type the OTP to complete the SVP application. A pop up message on screen will appear informing successful submission.

ANNEXURE 2

LIST OF INDICATORS

S.No.	Categories	Indicators
I	Water	Access to Safe, Adequate and Reliable Drinking Water
		Availability of Water for Use in Toilet & handwashing
II	Toilets	Availability of Separate Functional Toilets for boys and girls
		Availability of Separate Functional Urinals for boys and girls
		Functional Toilet Facilities for Children with Special Needs, Teachers and Staff
III	Handwashing with Soap	Functional Handwashing Facilities for Use After Toilet
		Functional Handwashing Facilities for Use Before Meals
IV	Operation and Maintenance	Safe Disposal of wet waste (biodegradable waste), dry waste (non-biodegradable waste) and Liquid Waste
		Cleaning and Maintenance of School Environment
V	Behavior Change and Capacity Building	Hygiene Education in School
		Hygiene Practices by students and cooks of Mid-Day Meal (MDM) / lunch
VI	COVID 19 (Preparedness & Response)	School community (Students, Teachers, support staff, SMC/SMDC members, parents/ caregivers, GP/ULB members) is well informed about key prevention, preparedness & response measures against COVID-19
		School Community adhere to “standard operating procedures/ protocols/ practices” for preventive & preparedness on COVID-19, during school operation

ANNEXURE 3

SCORING METHOD

Assessment Categories	Maximum Score
Water (Q.1-9)	22
Toilet (Q. 10-21)	27
Handwashing with Soap (Q. 22-27)	14
Operation and Maintenance (Q. 28- 40)	21
Behavior Change and Capacity Building (Q. 40-47)	11
COVID-19 Responsive Behaviour (Q. 48-59)	15
Total	110
Category of Schools	**Maximum Score**
Co-ed, UP, HS, S	110
Co-ed, PS (Q. 19, 20, 45 are not relevant)	105
All boys' schools (Q. 12b, 13b, 19, 20, 45 are not relevant)	101
All girls' schools, PS (Q. 12a, 13a, 19, 20, 45 are not relevant)	101
All girls, UP, HS, S (Q. 12a, 13a, 45c are not relevant)	105

ANNEXURE 4

EVALUATION PROCEDURE (AT DISTRICT LEVEL AND STATE LEVEL)

4.1 District Level Awards: Number of awards and suggested process:

All schools having 3 star and above STAR rating (as per self-assessment) will be eligible for district level award and district level committee shall verify all such schools to finalize the award for the district level, as per process given below:

Location	District Level Awards (Open to 3 STAR and above rating schools)		
	Overall Score Based	Sub-category level award	Total
Rural Awards	6 (3 elementary + 3 Secondary/ Sr. Secondary)	18 (12 elementary + 6 Secondary/ Sr. Secondary)	**24**
Urban Awards	2(1 elementary + 1 Secondary/ Sr. Secondary)	12(6 elementary + 6 Secondary/ Sr. Secondary)	**14**
Total Awards	**8**	**30**	**38**
Criteria (eligibility for district level awards)	Schools with Three Star and above rating	Having the highest score in each sub category (total 6) with rating not below Five Star in the sub-category	
Process↓	* Physical verification of the eligible school by the District Level Committee (or their appointees) shall be undertaken for all the 3 STAR and above rating schools		
1. District Level Committee - extract the list of all eligible schools from among those who have applied ↓	3 star & above rating as per self-assessment of school (for each category – rural, urban, elementary & Secondary/ Sr. Secondary)	School with 5-star rating in concerned "sub- category" in self -assessment of school (for each category – rural, urban, elementary & Secondary/ Sr. Secondary)	
2. Committee will assign eligible schools to evaluators for fair verification of school along with orientation about process (with a timeline) ↓	✓	✓	

Location	District Level Awards (Open to 3 STAR and above rating schools)		
	Overall Score Based	Sub-category level award	Total
3. Assigned evaluator conduct physical verification (against self-assessment score) of the assigned schools & update the score for each question & school ↓	✓	✓	
4. System shall recalculate the scoring and star rating as per the verification (this may result in higher, lower or no change in star rating). ↓	✓	✓	
5. District Level Committee shall select & approve the school with highest score as per final score for the award considering evaluation criteria and category. ↓	✓	✓	
6. **District will approve schools as per the following-**			
6a. For the district level awards	-6 Rural (3 elementary + 3 Secondary/ Sr. Secondary) -2 Urban (1 elementary + 1 Secondary/ Sr. Secondary)	-18 Rural (12 elementary + 6 Secondary/ Sr. Secondary) -12 Urban (6 elementary + 6 Secondary/ Sr. Secondary)	38 Schools
6b. Out of **(6a.)**- district **shall finalize maximum of 14 eligible schools for nomination for State level award** (conforming to the criteria for the state level award) & school's score and rating will be forwarded to state level	-6 Rural (3 elementary + 3 Secondary/ Sr. Secondary) -2 Urban (1elementary + 1 Secondary/ Sr. Secondary)	6 (1 best for each sub-category school)	14 Schools

***Remark:**

1. As all the eligible schools are required to be verified for overall category this process will itself take care of updating the score for "sub category level award" as well.
2. In case the number of schools in 5 star category are very high, the District committee can choose not to evaluate 3 and 4 star schools
3. Some districts may require to do verification of a large number of schools in a limited time period. For this, district may engage competent government agency/ training or academic institutes or reputed NGOs while ensuring adherence to the SVP award processes.
4. There shall be a cut-off date for finalization of the district level award and sending nominations for the State/ UT

4.2 State/UT Level Awards: Number of awards and suggested process

All schools having 4 star and above rating, amongst those who received the district level award shall be eligible for the State/ UT level award. Thus, State/ UT will receive a total of maximum 14 schools eligible list per district for the State/ UT level award as per the following:

A State/ UT with "P" number of districts will have maximum of 14 x P numbers of schools to be assessed for State/ UT level award for different categories, as per procedure given below:

Location	State/ UT Level Awards (Open to 4 STAR and above rating schools)		
	Overall Score Based	Sub-category level award	Total
Rural	12 (6 elementary + 6 Secondary/ Sr. Secondary)	6 (1 best for each sub-category school)	**26**
Urban	8 (4 elementary +4 Secondary/ Sr. Secondary)		
Total State/ UT level Awards	**20**	**6**	**26**
Criteria (eligibility for state level awards)	Schools with Four Star and above rating from those approved for district level awards for overall category	Having the highest score in each sub category (total 6) with rating not below Five Star in the sub-category	
Process↓	**Verification of the eligible school by the State/ UT Level Committee (or their appointees) shall be undertaken for all 4 STAR and above rating schools amongst those approved for district level award		
1. State Level Committee - Extract the list of all eligible school selected for district level awards ↓	School with 4-star & above rating schools finalized for district level award in overall score" (for each category – rural, urban, elementary & Secondary/ Sr. Secondary)	School with 5-star rating in concerned "sub- category "finalized under district level verification of school	
2. Committee will assign eligible schools to eligible evaluators for fair verification of school along with orientation about process (with a timeline) ↓	✓	✓	
3. Assigned evaluator conduct physical verification (against self-assessment score) of the assigned schools & update the score for each question & school ↓	✓	✓	
4. System shall recalculate the scoring and star rating as per the assessment (this may result in higher, lower or no change in star rating). ↓		✓	

Location	State/ UT Level Awards (Open to 4 STAR and above rating schools)		
	Overall Score Based	Sub-category level award	Total
5. State Level Committee shall select & approve the school with highest score as per final score obtained in verification, for the award considering the score, evaluation criteria and category. ↓	✓	✓	
6. **State will approve schools as per the following-**			
6a. For the state level awards &	-12 Rural (6 elementary + 6 Secondary/ Sr. Secondary) -8 Urban (4 elementary + 4 Secondary/ Sr. Secondary)	6 (1 best for each sub-category school)	26 Schools
6b. Out of (6a.)- state shall finalize maximum of 16 eligible schools for nomination for National level award (confirming to the criteria for the National level award) & schools' score and rating will be forwarded to national level	-12 Best Rural (6 elementary + 6 Secondary/ Sr. Secondary) -8 Urban (4 elementary + 4 Secondary/ Sr. Secondary)	6 (1 best for each sub-category school)	26 Schools

****Remark:**

1. As all the eligible schools are required to be verified for "overall category" at State/ UT level, this process will itself take care of updating the score for "sub category level award" as well.
2. In case the number of schools in 5 star category are very high then the State committee can choose not to evaluate 4 star schools.
3. Some states may have a need for verification of a high number of schools in a limited time period; for this purpose, state may engage competent government agency/ training or academic institutes or reputed NGOs. while ensuring adherence to the SVP award processes.
4. There shall be a cut-off date for finalization of the State/UT level award and sending nominations for the national level award

United Nations Children's Fund
India Country Office
UNICEF House, 73, Lodi Estate,
New Delhi 110003
Telephone: +91 11 24690401
Website: www.unicef.in