



सत्यमेव जयते

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



एक कदम स्वच्छता की ओर



SWACHH VIDYALAYA PURASKAR

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Recognizing
excellence in Water,
Sanitation and
Hygiene in schools





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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”



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



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.
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 and mobile 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 mobile number. 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

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

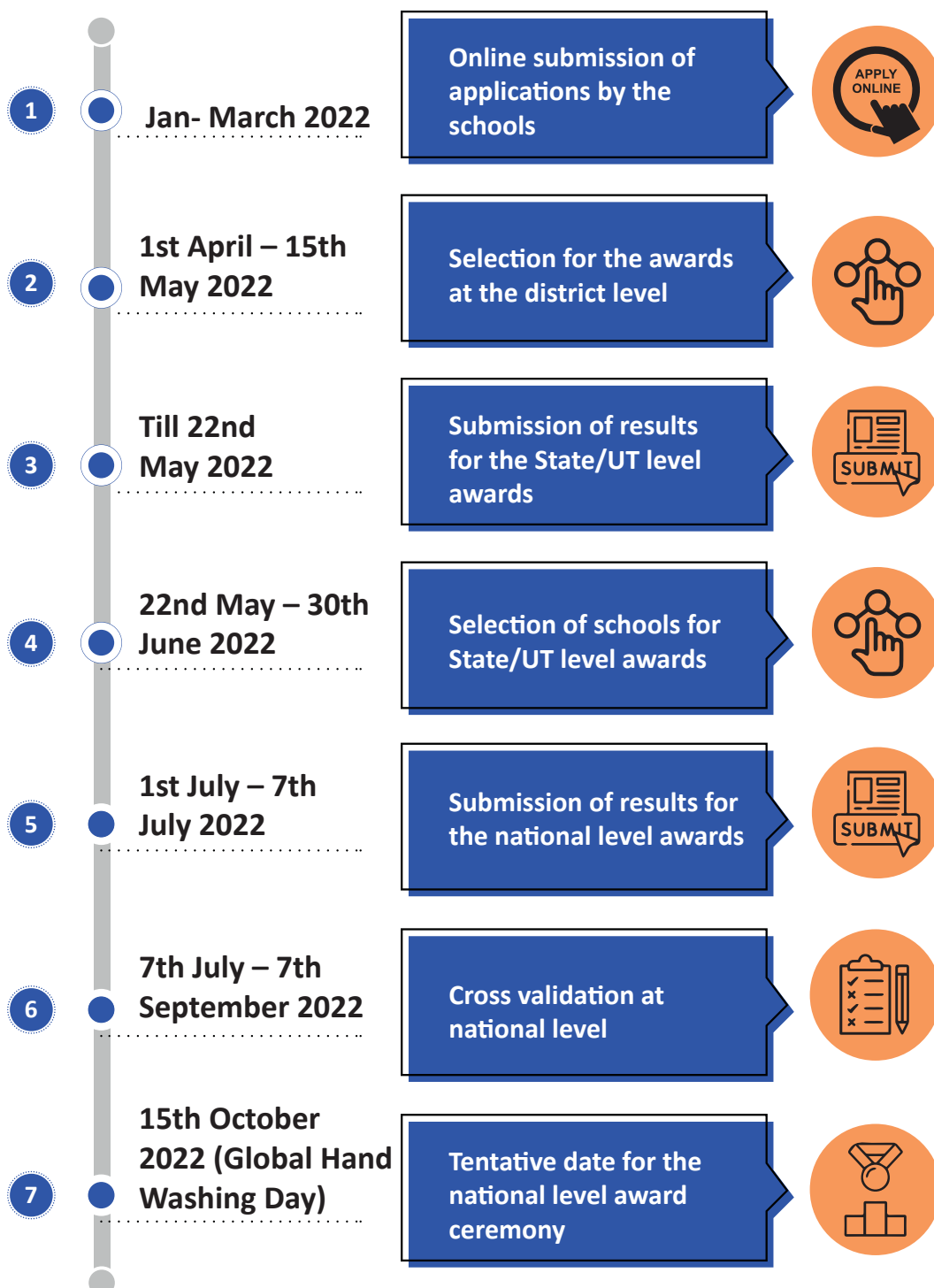


- 100% physical verification of the nominated schools will be done using a check list and by taking photographs and videography.
- A National level Committee headed by the Secretary (School Education & Literacy) and comprising of Joint Secretary (Department of Drinking Water and Sanitation, Ministry 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





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) Navodaya 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	

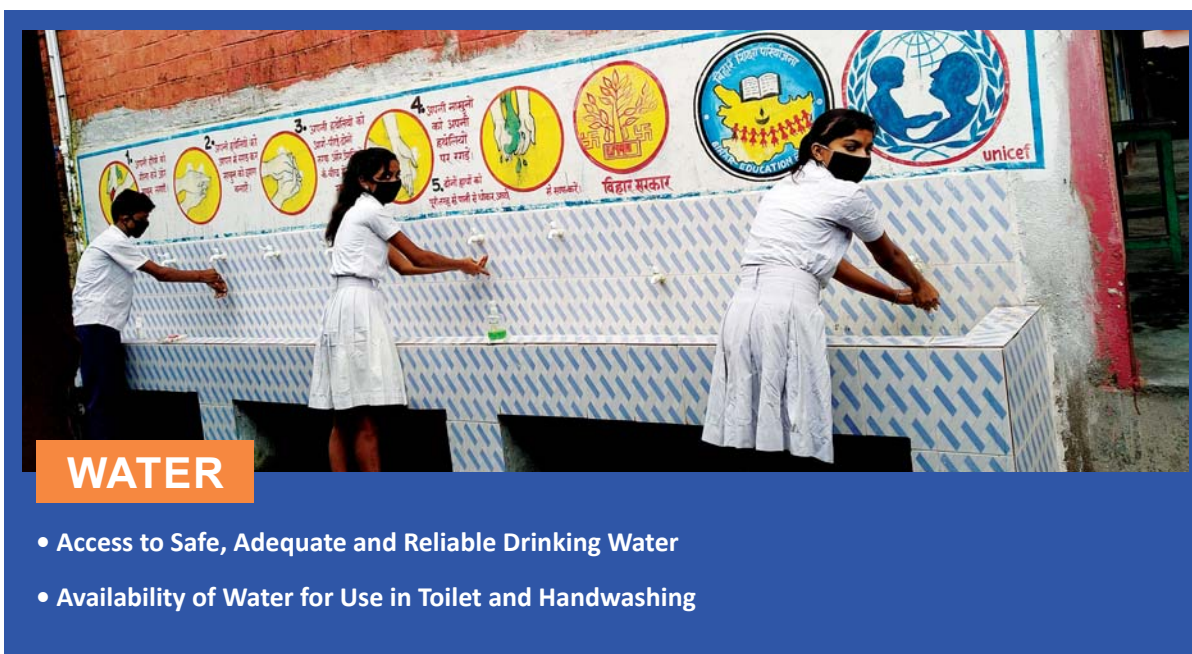
A 18. Has the school developed and implemented a Swachhata Action Plan (SAP)?

- 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](https://schooledn.py.gov.in/ssarmsa/pdf/SOP%20for%20WASH-14-10-2021.pdf))?

- a. No
- b. Yes

Section B: Assessment Categories



- 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1.5 litre per person per day 	<ul style="list-style-type: none"> 5 litre per person per day (SSHE)
		<ul style="list-style-type: none"> The tank capacity accommodates a buffer storage reserve in case of emergency (for 2 days) (SSHE) 	
3	General Water Requirement	<ul style="list-style-type: none"> 45 litre per head (domestic + flushing) 	<ul style="list-style-type: none"> 135 litre per head (domestic+ flushing)
4	Ablution tap	<ul style="list-style-type: none"> 1 in each water closet 	<ul style="list-style-type: none"> 1 in each water closet
5	Drinking Water Points	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> ▪ 1 unit for every 80 boys or part thereof (SSHE) ▪ 1 unit for every 40 girls or part thereof (SSHE) 	<ul style="list-style-type: none"> ▪ 1 unit for every 20 boys or part thereof (SSHE) ▪ 1 unit for every 20 girls or part thereof (SSHE)
2	Toilet for CWSN	<ul style="list-style-type: none"> ▪ At least one toilet designed for children with special needs (SSHE) 	<ul style="list-style-type: none"> ▪ At least one toilet designed for children with special needs (SSHE)
4	Safe Menstrual waste disposal (incinerator)	<ul style="list-style-type: none"> ▪ Facilities (Incinerator) for safe disposal of used menstrual absorbents*. (SSHE Guideline, MHM Guideline) 	
5	Cloth hanging hooks	<ul style="list-style-type: none"> ▪ Hooks in each toilet (at least 2) (SSHE) 	
6	Ventilation arrangement	<ul style="list-style-type: none"> ▪ 1 opening in each toilet (450 mm x 450 mm) at appropriate height and location (SSHE) 	
7	Secure Door	<ul style="list-style-type: none"> ▪ 1 door with latch in each WC (SSHE) 	
8	Niche/ rack in wall (Girls' Toilet)	<ul style="list-style-type: none"> ▪ 1 niche/ rack in each girl's toilet to keep the sanitary napkins (SSHE) 	
B	Urinal Block		
1	Urinal	<ul style="list-style-type: none"> ▪ 1 urinal per 20 boys (SSHE) ▪ 1 urinal per 20 girls (SSHE) 	
2	Self-cleaning system	<ul style="list-style-type: none"> ▪ 1 flushing system in each urinal (SSHE) 	
3	Ventilation arrangement	<ul style="list-style-type: none"> ▪ 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?

- No hand washing facility (with water provision) near the toilet units
- Wash basin or hand washing point (with water provision) close to the toilet units
- Wash basin either inside or attached to every toilet unit- (with water provision- through handpump, bucket, drum etc)
- 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?

- No soaps available
- Soaps are placed under supervision and are available on demand
- 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?
- No
 - Yes
29. Does the school segregate wet waste (bio-degradable waste) and dry waste (non- bio degradable waste)?
- No
 - Yes
30. How does the school compost its own biodegradable waste (wet waste)?
- No specific measure
 - Yes, waste taken away for composting by someone
 - Yes, on school premises
31. How does the school dispose its non-biodegradable waste (dry waste)?
- No specific measure / throw anywhere/ dumped at a place aside in campus/ nearby/ Burnt on school premises
 - Buried on school premises
 - Collection by municipality/Panchayat
32. Is the school premises clean (free from littering)?
- No
 - 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 upkeep/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?"

- No
- 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)?

- Sometimes/ Never
- 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?

- No
- 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 mobile number.

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 (1 elementary + 1 Secondary/ Sr. Secondary)	6 (1 best for each sub-category school)	14 Schools
*Remark:			
<ol style="list-style-type: none"> 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. 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 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. 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:			
<ol style="list-style-type: none"> 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 			





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