Azadi Ka Amrit Mahotsav

જા.નં./મા-૨/પરચ/૨૦૨૨/–૪૬૭૭

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પ્રતિ,
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તમામ માધ્ય. અને ઉચ્ચ.માધ્યમિક શાળાઓ
સુરત. જિ.સુરત

સામેલ તા.૦૪/૦૬/૨૦૨૨નાં પત્ર અન્વયે આપની કક્ષાએથી નિયમાનુસારની કાર્યવાહી કરવા સારું..

જિલ્લા શિક્ષણાધિકારી
સુરત, જિલ્લો-સુરતજ

ક્રમાંક:-મઉમશબ/સંશોધન/2022/3668-3703
ગુજરાત માધ્યમિક અને
ઉચ્ચતર માધ્યમિક શિક્ષણ બોર્ડ,
સેકટર-10 બી, જૂના સચિવાલય પાસે,
ગાંધીનગર. તા.04/06/2022

પ્રતિ,
જિલ્લા શિક્ષણાધિકારીશ્રી (તમામ)
ગુજરાત રાજ્ય

વિષય:- Standard Operating Procedure (SOP) for Sustaining water, Sanitation and Hygiene in Schools-Guidelines for Swachhata Action Plan-reg.

સંદર્ભ:- શિક્ષણ વિભાગ, સચિવાલય ગાંધીનગરનો પત્ર ક્રમાંક:પરચ/122022/GOI 43- વ.2 તા.31/05/2022

ઉપરોક્ત વિષય અને સંદર્ભદર્શિત પત્રથી મળેલ ભારત સરકારના શિક્ષણ મંત્રાલયના શાળા શિક્ષણ અને સાક્ષરતા વિભાગના પત્ર ક્રમાંક:F.27-18/2019-IS-9/IS-6 તા.25/04/2022 ની નકલ આ સાથે મોકલી આપતા જણાવવાનું કે શાળાઓમાં સ્વચ્છતા એક્શન પ્લાન માટે ગાઇડલાઇન જાહેર કરવામાં આવેલ છે. જેની લીંક સદર પત્રમાં દર્શાવેલ છે. તેમજ SOP ની નકલ આ સાથે મોકલી આપવામાં આવે છે. ઉક્ત વિગતો આપના તાબાની તમામ માધ્યમિક અને ઉચ્ચતર માધ્યમિક શાળાઓને જરૂરી કાર્યવાહી હાથ ધરવા મોકલી આપશો.

સંયુક્ત નિયામક
ગુજરાત માધ્યમિક અને
ઉચ્ચતર માધ્યમિક શિક્ષણ બોર્ડ,
ગાંધીનગર

બિડાણ:ઉપર મુજબ

નકલ સવિનય રવાના:-

- માન. અધ્યક્ષશ્રી, ગુ.મા. અને ઉ.મા.શિ. બોર્ડ, ગાંધીનગર

નકલ રવાના જાણ સારૂં:-

- સેક્શન અધિકારીશ્રી, શિક્ષણ વિભાગ, વ.2 શાખા, સચિવાલય, ગાંધીનગર

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શાખા.....
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શિક્ષણ વિભાગ
નવા સચિવાલય, ગાંધીનગર

No.F.27-18/2019-IS-9/IS-6
Government of India
Ministry of Education
Department of School Education & Literacy
IS-6 section
****

Shastri Bhawan, New Delhi,
Dated 25th April, 2022

To

Pr. Secretary/ Secretary (School Education), of all States and UTs.

Sub: Standard Operating Procedure (SOP) for Sustaining Water, Sanitation and Hygiene in Schools – Guidelines for Swachhata Action Plan - reg.

Madam/ Sir,

I am directed to refer to this Department's D.O. letter of even number dated 15th October, 2021 (copy enclosed) on the above subject and to forward herewith a printed booklet of "Standard Operating Procedure (SOP) for Sustaining Water, Sanitation and Hygiene in Schools – Guidelines for Swachhata Action Plan".

2. SOP can also be assessed from the Ministry's website, as per the given link: https://dsel.education.gov.in/sites/default/files/guidelines/SOP_for_WASH_in_School.pdf

Yours faithfully,

Encl. As above

(Dr. E. Naveen Nicolas)
Director
E-mail: naveen.nicholas@nic.in

Copy to (along with a printed copy of SOP booklet: State Project Directors, Samagra Shiksha of all States and UTs.

Copy for information to:

1. Sr. PPS to Secretary(SE&L), Ministry of Education
2. PPS to JS(SS-II)

નકલ સામે
ક્રમાંક 431 વ.2
26/5/2022

भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली – 110 115

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

Maneesh Garg
Joint Secretary (SS-II)
E-mail: maneesh.garg@nic.in

D.O. No.F. 27-18/2019-IS-9(Pt.3)

Shastri Bhawan, New Delhi,
Dated 15th October, 2021

Respected Ma'am/Sir,

The unprecedented COVID pandemic has reinforced the necessity of adequate and well maintained WASH infrastructure and practices in schools. Both Individual and collective adherence, as well as the role of school community are inevitable to achieve and sustain improved health and educational outcomes for children.

The theme for 2021's **Global Handwashing Day on 15th October 2021**, is "**Our Future is at Hand – Let's Move Forward Together**". It aims to mobilize this potential, and bring about awareness on hand hygiene as a fundamental component of public health and safety, especially in view of the COVID-19 pandemic. In this regard, all States and UTs have been requested to highlight the importance of hand washing as a means to a safer today and tomorrow, through their schools vide letter dated 8th October 2021.

On this occasion, Ministry of Education has released the revised **SOP for Sustaining Water, Sanitation and Hygiene in Schools (WASH)**– Including Guidelines for Swachhta Action Plan under Samagra Shiksha, incorporating WASH practices in view of COVID-19 pandemic.

150 YEARS OF CELEBRATING THE MAHATMA

NIPUN BHARAT

शिक्षा का अधिकार

SAMAGRA SHIKSHA
समग्र शिक्षा

सत्यमेव जयते
Ministry of Education
Government of India

स्वच्छ भारत
एक कदम स्वच्छता की ओर

STANDARD OPERATING PROCEDURE

For Sustaining Water, Sanitation and Hygiene in Schools – Guidelines for Swachhata Action Plan

SAMAGRA SHIKSHA
समग्र शिक्षा

सत्यमेव जयते
Ministry of Education
Government of India

स्वच्छ भारत
एक कदम स्वच्छता की ओर

STANDARD OPERATING PROCEDURE

For Sustaining Water, Sanitation and Hygiene in Schools – Guidelines for Swachhata Action Plan

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CHAPTER 1

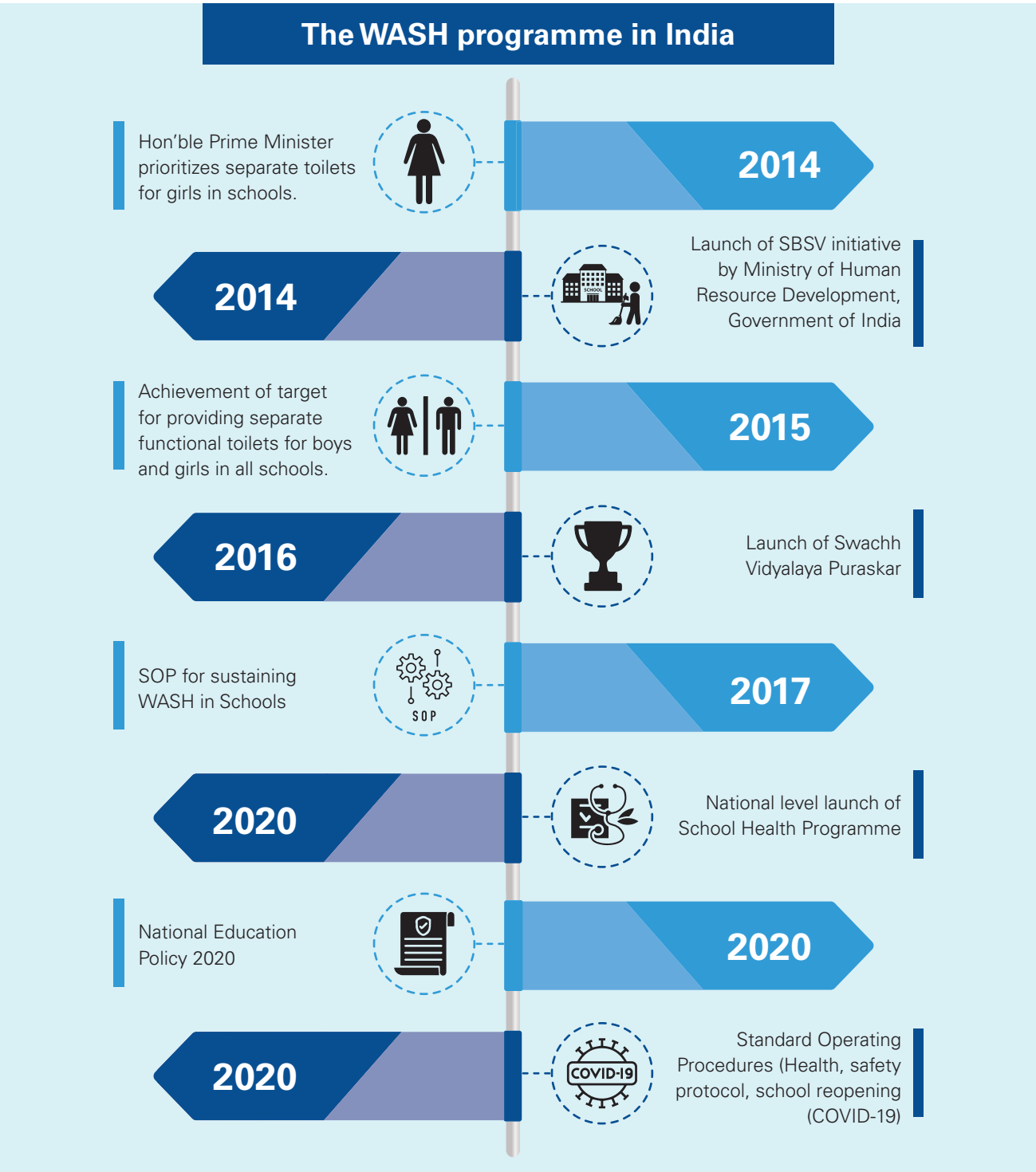
INTRODUCTION

Human development is known to be more closely linked to access to water and sanitation than to any other development drivers, including health, education or availability of energy services. The Sustainable Development Goal (SDG) 6 for clean water and sanitation sets the target of achieving universal access to safe and affordable drinking water and sanitation for all by 2030 by adequately investing in infrastructure, providing sanitation facilities and encouraging hygiene at every level (Sustainable Development Goal, 2015).

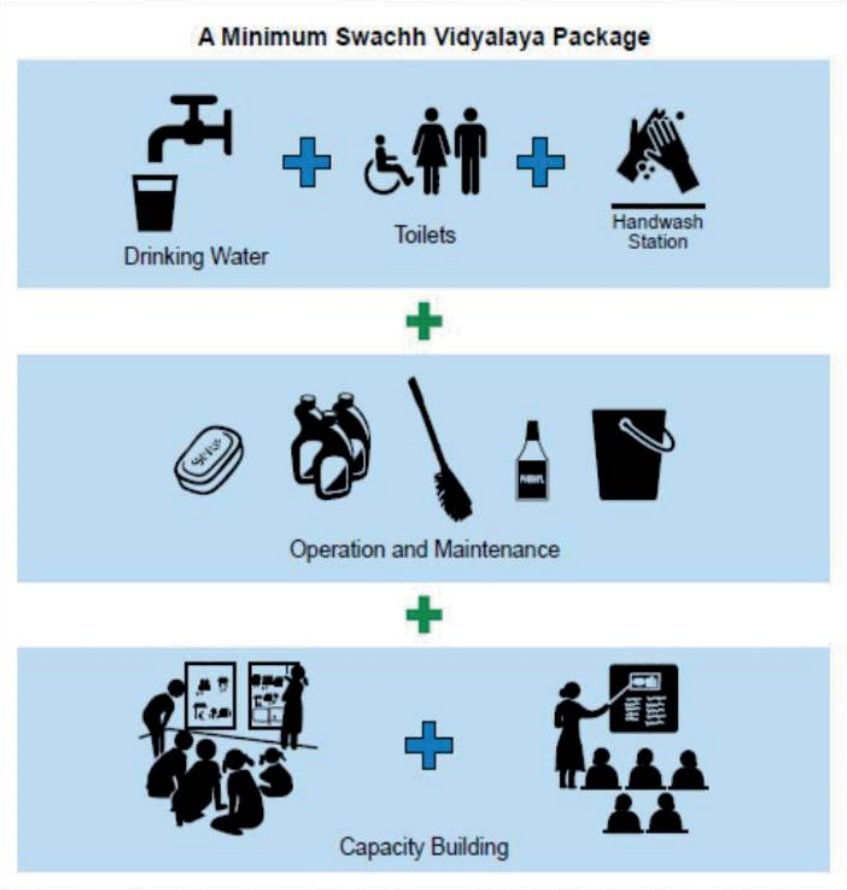
Ensuring adequate safe water in schools, well maintained sanitation and hand washing facilities and behaviour is a critical part of SDGs and is known as Water, Sanitation and Hygiene (WASH) in Schools (WinS). The strategy helps fulfill children's rights to health, education and participation, and has been widely recognized for its significant contributions to achieving the SDGs – particularly those related to providing access to early childhood care, education, reducing child mortality, improving water and sanitation and promoting gender equality. WASH in Schools not only promotes hygiene and increased access to quality education, but also supports national and local interventions to establish equitable, inclusive, climate resilient, sustainable access to safe water and basic sanitation services in schools.

15 August, 2014 was a defining moment for the WASH programme in India. The Hon'ble Prime Minister of India, in his speech from the ramparts of the Red Fort on the sixty-seventh Independence Day accorded top priority to toilets for girls in schools, saying, "I want to start one work from today. There should be a toilet in all the schools of our country. A separate toilet for girls... it is only then our girls will not have to quit schools." He set a one-year target for construction of toilets in schools. Achievement of the target in terms of toilet infrastructure has set the path for further work to ensure functionality and usability.

In 2014, the then Ministry of Human Resource Development (now Ministry of Education), Government of India launched the '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 emphasizes promotion of safe and appropriate hygiene practices in schools and behaviour among children.



2016 was another significant year for the WASH in Schools programme as the Department of School Education and Literacy, Government of India, launched the Swachh Vidyalaya Puraskar (SVP) 2016/17 to recognize and reward excellence in school sanitation. With technical and knowledge support from UNICEF and Administrative Staff College of India, the launch of SVP has been a great step for this sector as it has introduced the benchmarking system for WASH in Schools infrastructure and practices. Through a five-star rating system, it endeavours to help the schools self-evaluate their WASH status and develop a road map for improving it. It rewards and recognizes schools, districts and states/UTs for their exemplary performance in terms of WASH indicators for water, gender appropriate toilets, hand washing with soap, operations and management, as well as behaviour change and capacity building.



The Swachh Vidyalaya Puraskar envisages that the officials of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) have the requisite set of skills for upgradation (now Samagra Shiksha) of schools as per the requirements identified for the Puraskar at state, district, block and school level.

Swachh Vidyalaya Puraskar was open for Government schools only in 2016/17 but during 2017/18 its scope was extended to cover Government aided schools and private schools affiliated to Central Board of Secondary Education (CBSE), other state boards, etc. for the year 2017/18.

National Education Policy (NEP) 2020, also provides good reasons and opportunities, to integrate WASH skills in every school child during the early foundational years (3–8 years) besides ensuring a healthy learning environment for students, teachers and staff.

In 2020, the School Health Programme (SHP), was launched at the national level, as a joint initiative of the Ministry of Education (MoE) and Ministry Health and Family Welfare (MoHFW), Government of India. The School Health Programme aims to increase knowledge, inculcate positive attitudes and enhance life skills to promote informed, responsible, healthy and safe behaviours among school-going children. Under the School Health and Wellness Ambassador Initiative (SHWAI), it is proposed to train two health and wellness ambassadors (teachers) within each government and government-aided school so that they can regularly conduct training sessions for school students and remain available for addressing their questions. The SHP provides great scope of integrating WASH in the curriculum to influence related learning achievements.

After 21 March 2020, due to the COVID pandemic an unprecedented disruption in classroom learning occurred, which has impacted the learning of children across the country. The deep impact of the pandemic also reinforced the necessity of adequate and well-maintained WASH infrastructure and practices in schools. The focus on handwashing facilities was further underlined. School reopening guidance by Government of India has emphasized on WASH and Infection Prevention and Control (IPC) interventions (COVID-19 responsive behaviours) to ensure safety, health and hygiene of the larger school community (including students, teachers, staff, School Management Committee (SMC), parents, caregiver and Panchayati Raj Institution (PRI) members, etc.). Both Individual and collective adherence, to WASH in School Standard Operating Procedures (SOPs), as well as the role of school community are inevitable to achieve and sustain improved health and educational outcomes for children.

CHAPTER 2

WASH IN SCHOOLS IN PRACTICE

2.1. The Need for WASH in Schools

Schools are meeting places for children from diverse family backgrounds and can also become nodal centers for transmission of infections through contact with contaminated water, food, air, soil and surfaces. Research across the world has proven that lack of safe WASH processes in schools leads to transmission of pathogens responsible for respiratory infections and intestinal diseases. WASH interventions can help in establishing effective measures to restrict the spread of infections (including COVID-19), thereby safeguarding the health of children and school communities.

It is observed that behaviours and attitudes inculcated during the formative years of school remain with an individual lifelong. In view of this, WASH related knowledge when imparted to children by integrating WASH (and interpersonal communication [IPC]) curriculum into the overall curriculum can positively influence integration of hygiene and infection control practices in daily life. Life skills-based hygiene education allows children to learn about water and sanitation related behaviours and the reasons why these are critical for good health.

NEP, 2020 has recommended reconfiguring the education structure to 5+3+3+4 structure. First 5 years (3 years of pre-school education and 2 years of primary schooling (grades 1 and 2)) are introduced as foundational years. This provides an excellent opportunity to build WASH-related behaviours and skills on a continuing and incremental basis.

WASH in Schools is an integrated intervention involving improved access to water supply and sanitation infrastructure in schools while ensuring operation and maintenance, hygiene education, health education, monitoring, funding and institution building. It is critical to ensure maintenance of hygiene and thereby healthy surroundings, for functionality of the mid-day meal (MDM) scheme and to achieve high attendance and learning achievements of students especially girls.

Opportunities created by a clean and healthy school

ECONOMIC GROWTH

WASH 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

BETTER STUDENT PERFORMANCE

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

IMPROVED HYGIENE

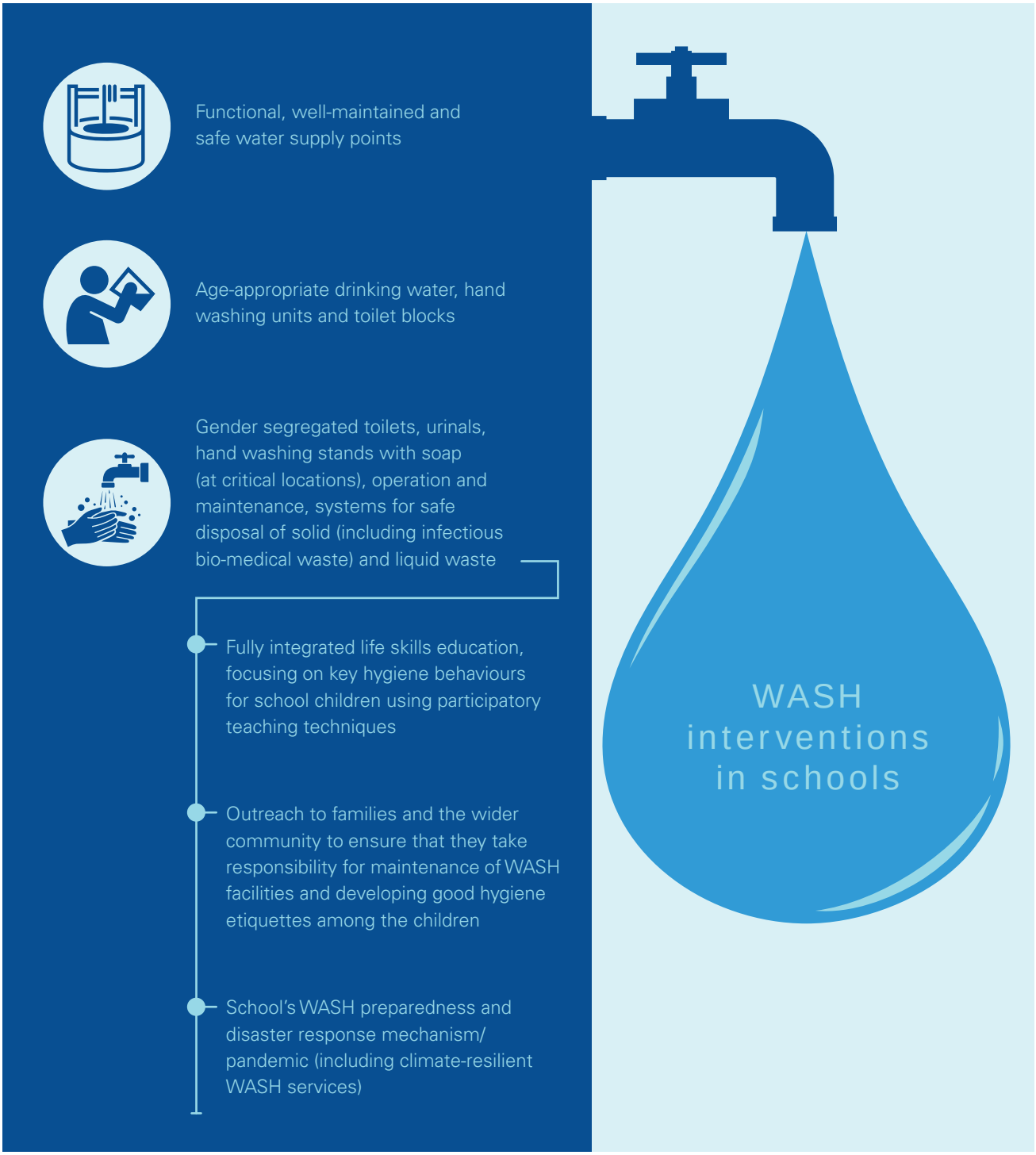
Handwashing can reduce diarrhoea by more than 30 per cent and respiratory infections incidence by 16 per cent

IMPROVED ATTENDANCE AND DECREASED DROP OUT RATE

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

IMPROVED HEALTH AND REDUCED DISEASE

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



2.2. WASH Education and Life Skills[1]

Life skills are a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and, subsequently become agents of change.

Developing comprehensive life skill competencies, are among the key focus areas in the NEP, 2020, with the aim of enabling children to become responsible citizens of tomorrow. WASH

[1] Comprehensive Life Skills Framework: UNICEF, 2019

and IPC education, have greater significance in diverse vulnerable local environment contexts at household and school setting in India. The COVID-19 pandemic exposed these vulnerabilities and underlined the need for a robust system to ensure hygiene, health and safety of children.

National Health Policy, 2017 lays greater emphasis on investment and action in school health by incorporating health education as a part of the curriculum, promoting hygiene and safe health practices within the school environs and by acting as a site of primary health care.

The recently launched School Health Program includes WASH under the "Nutrition Health and Sanitation theme" of the school health curriculum. NEP, 2020 assigns a key role to the school education system in integrating WASH into the school curriculum, timetable and activities.

The teacher's role in planning/ imparting age-appropriate WASH skills among children is critical to bring about the desired attitudinal and behavioural change. Global evidence suggests that WASH education, along with appropriate WASH provisions in schools, are capable of ensuring significant improvement in health and educational outcomes (attendance, academic performance) of children.

"OPERATIONAL GUIDELINES ON SCHOOL HEALTH PROGRAMME 2020" IMPORTANCE AND RATIONALE FOR "WASH IN SCHOOLS"

1. It is important to educate children early in life, about their health and the right behaviours, so that they can lead a healthy life and realize their full potential
2. Schools play a critical role in helping students to establish healthy behaviours for their lifetime
3. "School Health Promotion Activities," considered a key area of the package of services, will focus on "Age-appropriate incremental learning for promotion of healthy behaviour and prevention of various diseases"
4. Two teachers, preferably one male and one female, in every school will be designated as "Health and Wellness Ambassadors" and trained to transact health promotion and disease prevention information in the form of interesting activities for one hour every week
5. These health promotion messages will also have a bearing on improving health practices in the country as students will act as Health and Wellness Messengers in the society. Every Tuesday may be dedicated as Health and Wellness Day in the schools
6. WASH priorities (clean water, sex-separated toilets, handwashing facilities and menstrual hygiene management) (MHM) are listed among the key performance indicators

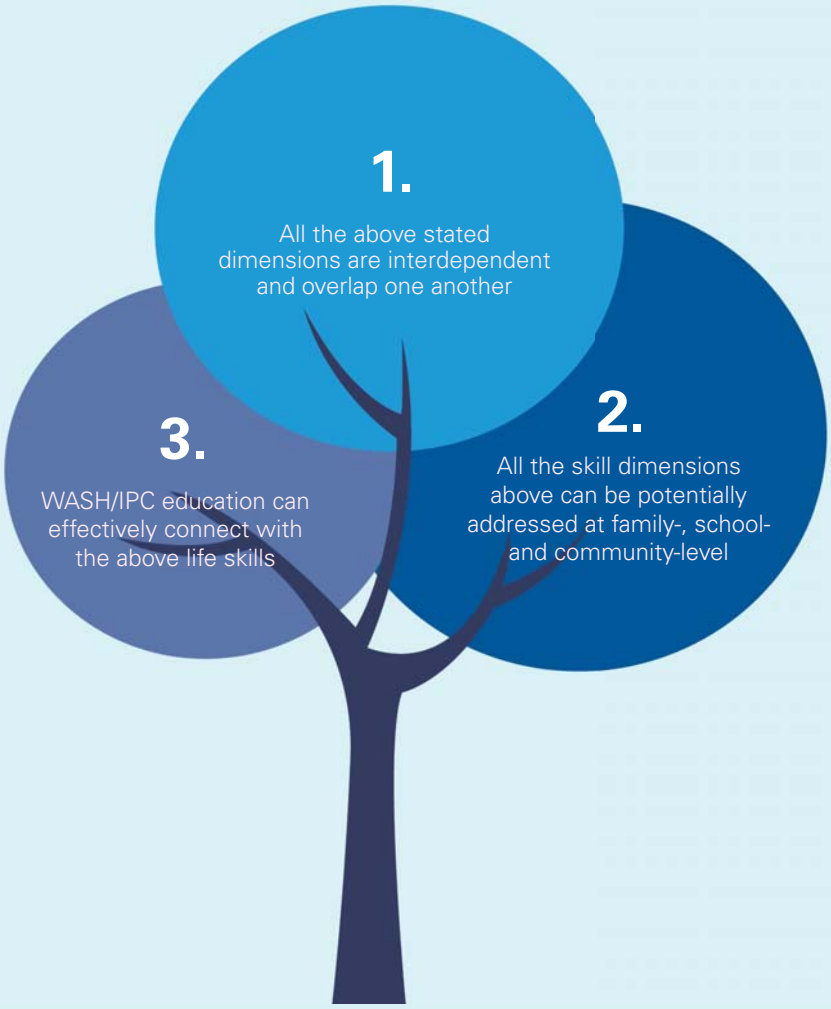
Life skill framework: Following table indicates about four dimensions of life skills, with 10 total core skills separated into each of these dimensions:

Dimensions	Core skills
1. Learning	1. Critical thinking 2. Creativity 3. Problem solving
2. Empowerment	4. Self-awareness 5. Communication 6. Resilience
3. Citizenship	7. Empathy 8. Participation
4. Employability	9. Negotiation 10. Decision-making

The teacher's role in planning/ imparting age-appropriate WASH skills among children is critical to bring about the desired attitudinal and behavioural change. Global evidence suggests that WASH education, along with appropriate WASH provisions in schools, are capable of ensuring significant improvement in health and educational outcomes (attendance, academic performance) of children.

Children at the early stage of learning and adolescents are best positioned, to effectively

Factors to consider for school (teachers) while using and building upon the "Life Skills Framework" dimensions

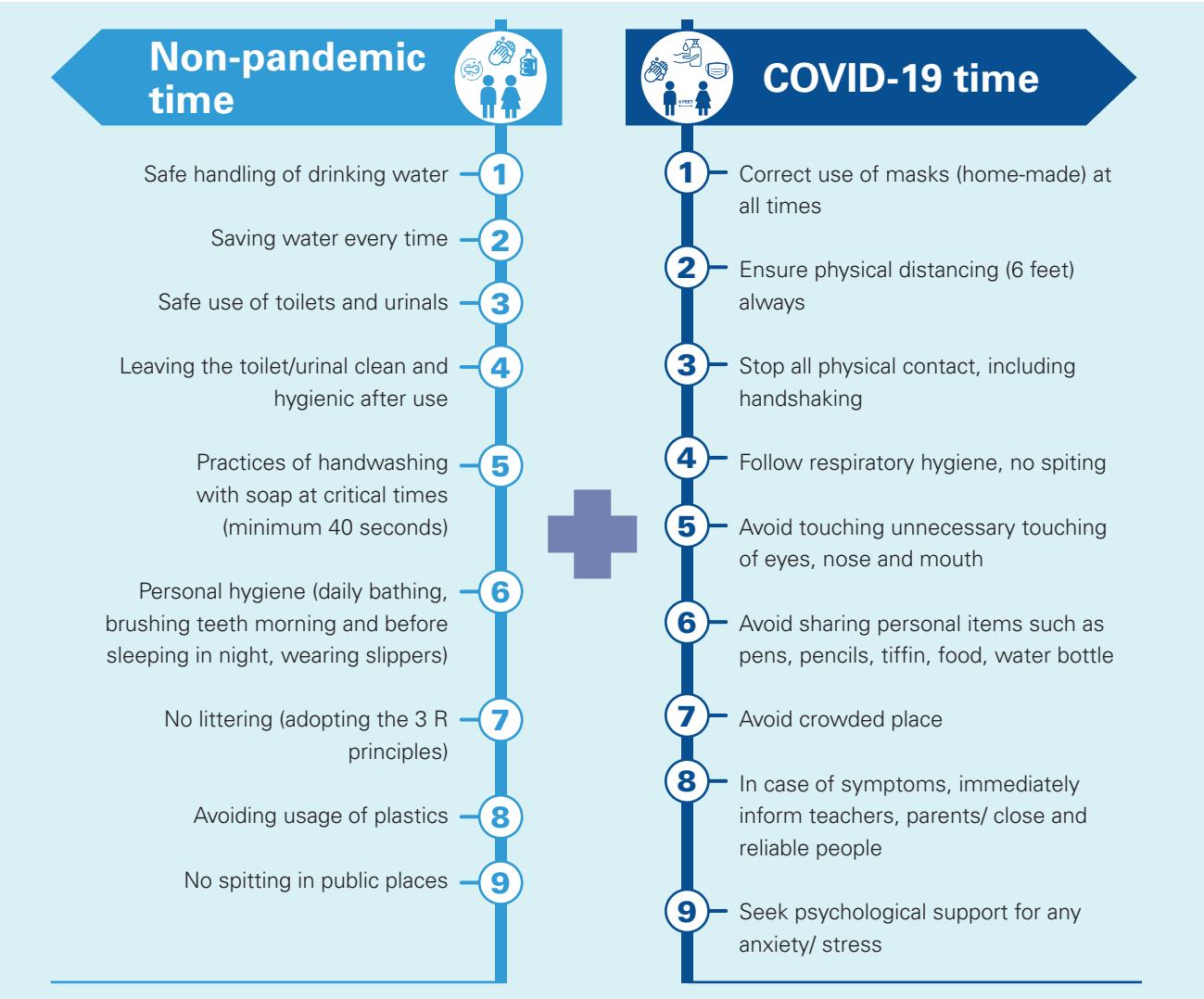


internalize, adapt and adopt these WASH and IPC behaviours through schools, there by developing resilience for possible future crises (such as COVID-19, etc.). Age-appropriate hygiene education for students at different stages of life can enable them to protect themselves from vulnerable environments, besides children being agents to advocate these behaviours in families and community. School and teacher thus have to plan WASH/IPC education carefully.

As a concept of lifelong learning, while all life skills are important across the life cycle, there is a need to place special emphasis on certain life skills for specific age groups. Some key checkpoints for teachers are:

1. Learning, self-awareness and interpersonal skills are identified as the most important skills to be emphasized during the early years of a child
2. Communication and participation skills start to gain prominence in the 6 to 14 years age group and continue developing through late adolescence and adulthood
3. Resilience and employability skills build upon the skills developed through childhood and become prominent from 14 to 19 years and onwards

Teachers and schools have a greater role in addressing WASH/IPC education with a focus on key desired behavioural outcomes. As a starting point every school may identify a list of priority behaviours that it wishes to be addressed, depending on the socio-economic vulnerability context. Some related WASH/IPC behaviours can be as per the following (may be further updated at local school level, based on the context specific priority):



2.3. Role of Teachers

Teachers are key stakeholders in the WASH programmes in schools. Their dedicated involvement and buy-in is crucial for the success and sustenance of WASH programmes. It is therefore important for teachers to appreciate and disseminate the importance of integrating WASH and IPC education in the regular curriculum, alongside health and hygiene education. Training teachers and support staff including sanitation workers, midday meal team on WASH and IPC components and practices is essential to sustaining the Swachh Vidyalaya initiative and institutionalizing a system for student's safety, hygiene and health.

WASH is not another subject in school but a life skill to be used by children at school, at home and in the community to improve their overall health, hygiene of their living conditions and safety (reduced risk).

Children not only receive information but also practice and actively promote good health and hygiene.

CHAPTER 3

Standard Operating Procedure for Wash

This section provides a step-by-step approach for easy understanding and implementation of WASH in School programmes for sustained benefits. The SOP would also facilitate compliance with Swachh Vidyalaya package and easy dissemination of knowledge to children, parents and communities.

3.1. SOP for Safe Handling of Drinking Water

Safe water is crucial to physical well-being. Thorough testing and treatment, schools can make water safe from faecal and/or chemical contamination. The knowledge to be imparted and the expected outcomes are as below:

Theoretical knowledge	Expected outcome
Where possible, communities should collect water from a safe and improved source[2] and store it safely If the source is not safe, water must be treated through boiling, filtering, solar or chemical disinfection methods, such as use of bleaching powder and chlorine tablets	If the source is not safe, children always take treated water through boiling, filtering, solar or chemical disinfection

[2] Improved water source: Improved drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination. Hand pump/boreholes/ tube wells, piped water/ stand post, or packaged water (bottled / sachet), protected well/spring/ rainwater catchment/ harvesting (collection), delivered water (tanker-trucks /cart with small tank / drum), (Ref: JMP core questions and indicators for monitoring WinS, in the Sustainable Development Goals WHO and UNICEF, 2016)

CHECKLIST FOR ENSURING WATER SAFETY AND ADEQUACY

- ☐ Source of water should be free from microbiological, chemical and other contamination (tested frequently– yearly/bi-annually)
- ☐ Water used for cleaning, washing and preparing food should be potable in nature
- ☐ Containers for fetching water should be washed, scrubbed, rinsed with clean water and dried in the sun before use
- ☐ Water containers should be covered at all times, including during transportation of water
- ☐ Water should be stored in containers with a hard cover or screw cap
- ☐ Water should be served using ladles with long handles or taps
- ☐ Hands should be clean before handling the ladle and fingers should not dip into water
- ☐ Drinking vessel/ glass should preferably not be shared, as if you share your glass, you share your germs
- ☐ In case the school has a water purifier the instructions for usage and servicing schedule must be displayed near it
- ☐ Adequate water should be available from the main water source for different purposes (drinking, cooking, toilet use, handwashing, cleaning and disinfection) throughout the year. Schools should have arrangements for desired water storage (both overhead tank and enough water containers)
- ☐ Water tank should be cleaned frequently and a cleaning schedule needs to be ensured and displayed
- ☐ Schools should preferably have running water taps for drinking water
- ☐ Schools should ensure regular cleaning and disinfection of the water faucet/ tap/ facility/ source. There must be an effective wastewater disposal system (soak pit, drainage) near all water points/ sources in each school
- ☐ School children need to be oriented towards their role in practicing and advocating water conservation approaches in their daily routine, life

3.2. SOP for Sanitation and Hygiene

Behaviour change in children leading to adoption of hygienic practices has the potential of impacting the behaviour of families and the wider community. It also contributes to improving their quality of life. Effective hygiene education for children is a life skill education that goes beyond provision of factual information on health risks associated with poor hygiene practices. The life skills approach focuses on changing children's hygiene behaviour through interactive communication rather than a lecture mode of teaching. These skills are equally important for the teacher, staff and support team (sanitation workers, cook cum helpers (CCH)).

In terms of essential support infrastructure there should be adequate, inclusive, clean sex separated functional toilets and urinals along with age-appropriate Handwashing points/stations with provision of soap and water. These facilities need to be safe, child friendly, climate resilient with features such as – an accessible non-skid passage/ramp, size and height of pan/ seats, well ventilated with adequate light (natural preferably), ensuring privacy, hooks for hanging clothes, closable doors with provision of latch at appropriate height, handrails, grab bars, etc. Having a running water facility for the toilet and handwashing unit is much desired for convenience, effective use and hygiene maintenance. Ensuring safe disposal of the human excreta (faeces urine) is critical.

The best way of imparting good practices pertaining to personal hygiene are through group discussions and talks delivered during the time of assembly in normal situations (in non-pandemic times). Appropriate IEC (poster, audio-video aids, local wall displays at critical places), use of local folk songs/ skits and activity based-behaviour change communication strategies and hygiene education can actively engage children to adopt positive hygiene behaviour. In addition to this, monitoring hygiene behaviour of each and every child especially by himself/ herself or by involving child cabinet members is very effective. One dedicated class per week for personal hygiene is imperative where scientific temperament can be invoked pertaining to personal hygiene and this temperament will go a long way in setting the hygiene behaviour of children.

Good hygiene practices children can be made aware of

Composition of soap and how it is able to disinfect and prevent the virus and other harmful pathogens

World Health Organization recommended standard handwashing steps 40–60 seconds at critical times

Proper and hygienic use of the toilet, and how it aids in the spread of illness if not used hygienically

What is meant by inclusive provisions for children with special needs (CWSN)

Climate resilient WASH services, etc.

Respiratory hygiene

CHECKLIST FOR PERSONAL HYGIENE

- ☐ Use toilets for defecation and urinal for urination
- ☐ Ensure hygienic conditions during and after use of the WASH facilities
- ☐ Pour water in the toilet or push the flush button; after urination and defecation
- ☐ Wash hands with soap after defecating
- ☐ Wash hands with soap even when hands are not visibly dirty for at least 40–60 seconds as per suggested steps (by WHO[3]) (key moments – before and after eating, after playing with animals and in playground and after handling child faeces or garbage)
- ☐ Provision of enough clean water (preferably running water) and soap for handwashing (If required empty plastic bottles can be filled with liquid soap and diluted with water)
- ☐ Wear shoes or slippers
- ☐ Cut nails
- ☐ Daily brushing of teeth in the morning and preferably before going to bed
- ☐ Daily bathing of body with soap
- ☐ Wash hair at least once a week

Most effective teaching methods for imparting hygiene education:

Methods suitable for children aged 6–8 years	Methods suitable for children aged 8–11 years	Methods suitable for children aged 12–15 years
Listening to, reading and telling stories	Listening to, reading and analyzing, and telling stories	Performing dramas, role playing, pantomime, skills demonstrations
Reciting poems and singing songs	Quizzes	Analyzing and writing stories
Performing drama/short role plays	Conversations and discussions	Group and class discussions
Watching and participating in various types of puppet plays	Singing and dancing	Singing and dancing; drawing and painting
Drawing, painting, colouring	Making various types of models	Brainstorming
Conversation and discussions	Drawing and painting	Language and math games
Playing with clay	Compositions and creative writing	School/community observation and mapping or excursions
Doing simple hygiene tasks	Brainstorming	Quizzes and puzzles
Presentation to parents and family members		Peer and family members' observations and analysis of behaviour

[3] https://www.who.int/gpsc/5may/How_To_HandWash_Poster.pdf

3.3. SOP for Food Hygiene

Eating healthy food is essential for the well-being and survival of each human being. Eating 'contaminated' food (also known as 'food poisoning') can be a significant source of diarrhoeal diseases. MDM provides a great opportunity to demonstrate and reinforce these skills in a student's life. The knowledge to be imparted and the expected outcome is as below:

Theoretical knowledge	Expected outcome
Food hygiene and diseases are linked Food should be stored appropriately. There are recognizable signs when food is spoiled	Children know how to store food appropriately and recognize common signs of spoiled food Raw fruits, vegetables, meat, poultry or fish are treated and stored appropriately

CHECKLIST FOR ENSURING FOOD SAFETY

- ☐ Food handling and preparation must be done with utmost cleanliness
- ☐ The kitchen should be cleaned before the actual preparation and cooking of MDM on daily basis. Special attention should be paid to the cleaning of hard-to-reach areas including cooking areas and at the junction of floors and walls
- ☐ Surfaces in direct contact with food must be both clean and dry before use
- ☐ Cleaning accessories such as cloths, mops and brushes carry a very high risk of cross contamination. They must be thoroughly washed, cleaned and dried after use
- ☐ Cloths used for floor cleaning should not be used for cleaning surfaces of tables and working areas and for wiping utensils
- ☐ All cooks and food handlers should remain clean, wear washed clothes, keep their finger nails trimmed and clean, and wash their hands with soap/ detergent and water before commencing work and every time after touching, raw or contaminated food or using the toilet
- ☐ No watches, rings, jewelry and bangles should be worn during cooking, serving and distribution as there is a danger of contamination of the product
- ☐ If cooks or helpers are suffering from any disease likely to be transmitted via food, e.g., diarrhoea or vomiting, infected wounds, skin infections, jaundice or sores, they should immediately report to their supervisor
- ☐ Cook-cum-Helpers (CCH) must be cautious to avoid habits like scratching nose, running fingers through the hair, rubbing eyes, ears and mouth, scratching beard, scratching parts of body, etc

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CHECKLIST FOR ENSURING FOOD SAFETY

- ☐ Respiratory hygiene is very important (esp. to prevent COVID-19 spread) at the workplace. CCH and MDM support staff must cover their mouth and nose with tissue while sneezing or coughing. This tissue must be disposed of in a covered dustbin and hands should be thoroughly washed before handling food
- ☐ Chewing, smoking, spitting and nose blowing should be strictly prohibited within the premises, especially while handling food
- ☐ The CCHs should be provided with adequate and suitable clean protective aprons, head gear for covering hair and gloves. It must be ensured that the CCHs at work wear a clean protective apron and head covering
- ☐ Vegetables once procured should be thoroughly cleaned with water before use. Vegetables may be washed thoroughly with a combination of salt and haldi (turmeric) / 50 ppm chlorine (or equivalent solution) and clean potable water to remove dirt and other contaminants
- ☐ Use of food grains, oil, fat and condiments that have been left outside should only be done after careful inspection of quality and shelf life if any, as they are left in schools for the last few months due to closure of schools
- ☐ Use of ingredients should be subject to FEFO (First Expire First Out) or FIFO (First in, First Out) stock rotation system as applicable
- ☐ To avoid food contamination through transfer of bacteria or viruses, cooks and helpers should wash their hands with soap for a minimum of 40 seconds after coughing / sneezing, visiting the toilet, using the telephone, smoking, etc
- ☐ Serving and dining areas should be well maintained and sanitized before and after food consumption
- ☐ Schools should develop green areas like kitchen garden/ plantation activities through local coordination with the SMC and GP members
- ☐ Potential sources of contamination like rubbish, wastewater, toilet facilities, open drains and stray animals should be kept away from the kitchen

3.4. SOP for Waste Management

Waste management is an integral part of the WASH programmes and hence appropriate knowledge regarding its handling and management should be part of school curriculum. Proper scientific handling of solid waste, bio medical waste like used masks, PPE, etc., liquid waste from toilets, kitchens, etc. and stagnant water helps in pest control and limits the breeding of mosquitoes and flies. The knowledge to be imparted and the practice expected is as below:

Knowledge	Practice
3Rs of solid waste management. These are: • Reduce-consumption of products • Reuse-if possible, e.g., plastics • Recycle-if reuse is not possible Solid waste should be segregated into organic and inorganic waste. Organic waste includes wet waste generated from the cooking area and lunch leftovers and dry waste includes paper, cardboard, leaves, and timber. The compost pit is an ideal solution for disposal of organic waste as the activity would add value to the waste and, in turn, it could be used as manure. Inorganic waste (also known as non-biodegradable waste) comes from chemical substances of mineral origin such as plastic, metallic containers, bottles, etc. Inorganic waste cannot be degraded naturally. The ideal solution for its disposal is recycling and hence it should be collected and sent for recycling.	Children, teachers, staff (including sanitation workers) are aware of solid waste management and its related effects on the environment. School to adopt reduce, reuse, recycle-3 R principle. It is ensured that school premises remain clean and free from littering and water logging. Solid waste is collected and segregated at the source. Organic waste should be disposed of in the compost pit where it can degrade naturally and inorganic waste is sent for the recycling process. Improper solid waste disposal-ends up as unwanted landfills or in the oceans as garbage islands, causing environmental damage All dustbins are cleaned and covered properly all times.
Biomedical waste (such as masks/ face cover, gloves etc. during the COVID-19 period) needs to be handled and disposed of safely to avoid the risk of transmission.	Schools have developed and implemented protocols for safe disposal of bio-medical waste in consultation with the nearest public health facility and while following departmental guidance.
Similarly, liquid waste should not be allowed to stagnate as it would subsequently become a breeding ground for vectors. A proper outlet, in the form of a septic tank, leach pit or soak pit should be used for disposal of liquid waste.	Water allowed to stagnate and should be drained through proper channels. Untreated liquid waste may lead to diseases such as cholera and hepatitis. Appropriate site-specific safe drainage management is adopted in schools using-drainage channels, soak pits, greywater reuse, leach pit/ septic tank as per the context and type of effluent.

3.5. SOP for Menstrual Hygiene Management

Menstrual hygiene management is about teaching adolescent girls how to manage menstruation in a way that does not put them at risk of infections that will go untreated. This can be done by using customized educational videos, skits developed and produced by local communities to effectively improve health knowledge and behaviour.

Schools should have a few of the specific provisions to ensure menstrual hygiene which includes access to menstrual products (sanitary pads), toilet complex with a rack for keeping sanitary pads, hooks on the wall, a covered foot operated dust bin, nearby water and soap for hand hygiene, facility for safe disposal of used sanitary pads like incinerators (electric or manual), deep pit burial arrangement (especially in upper primary and higher-level schools)

The knowledge to be imparted and the expected outcome is as below:

Knowledge	Practice
Menstrual blood is not dirty, unhygienic or unclean. It is simply blood and tissue sloughed from the lining of the uterus. The odour during menstruation is caused by bad genital hygiene. Essential facilities such as WASH infrastructure, hygienic sanitary pads, facility for safe disposal of used menstrual absorbents for girls and female staff facilitates them to privately manage menstruation hygienically and with dignity.	Adolescent girls are aware of the scientific methods to be applied for personal hygiene and disposal of waste during the menstruation period. Schools have basic female friendly WASH facilities/ provisions (including hygienic sanitary pads, safe disposal facility) to utilize these services for managing menstruation safely and hygienically. Teachers, trained peer educators' adolescent groups have established/ institutionalized improved menstrual hygiene management in schools.

3.6. SOP for Operation and Maintenance

Maintenance of school wash facilities is a collective responsibility. Some members of the SMC as well as school teachers will have to take responsibility for maintaining the school's Operation and Maintenance (O&M) schedule. A schedule of periodic visits will have to be planned for the district/Block Resource Centre (BRC)/Cluster Resource Centre (CRC) staff to check if the maintenance schedule is being followed in right earnest. For this purpose, the competent authority/School Development and Monitoring Committee (SDMC) will designate a supervisor (at the suitable level) to visit centres and make adequate observations for appropriate follow-up actions.

The on-going COVID-19 pandemic requires a more reliable O&M system for WASH services. This context requires a greater school community involvement in O&M need assessment, repair, retrofitting, upgradation, convergence, resource mobilization, monitoring and review on a sustained basis (for safety, security, improved learning environment and health of children).

GENERAL CHECKLIST OF THE MAINTENANCE SCHEDULE

- ☐ Ensure SOPs are available for O&M of WASH in Schools (including routine monitoring, review for keeping the facility clean and functional throughout school operation, repair and retrofitting requirements, including COVID responsive features, with clear roles and accountability)
- ☐ Encourage SMCs/SMDCs and gram panchayats/Urban Local Bodies/ULBs to play an active role in ensuring O&M of WASH facilities
- ☐ Develop the Swachhata Action Plan (SAP) as envisaged in Samagra Shiksha, addressing gaps in consultation with key stakeholders
- ☐ Mobilize in and leverage resources through departmental schemes, GP/ ULBs, local donors, CSR, etc. for emerging WASH and IPC priorities
- ☐ Review and monitor the progress against the SAP

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[4] Retrofitting-Retrofit of the WASH facility involves strengthening and/or structural system modification with the goal to make the facility more resistant to future hazards by having safety features installed. For example, buildings that are damaged by the crisis may need to be retrofitted in addition to being repaired.

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GENERAL CHECKLIST OF THE MAINTENANCE SCHEDULE

- ☐ Keep a check on school's WASH facility, its vulnerability assessment for various disasters (floods, drought, earthquake, cyclone) and plan for climate-resilient WASH services
- ☐ Keep contact numbers of key persons to be contacted/ consulted for timely repair, retrofitting, rehabilitation available at a handy location
- ☐ Make adequate cleaning staff/ workers/ system available in the school
- ☐ Ensure availability of running water at the handwashing points, toilets and other key places
- ☐ Keep updated information on WASH goods and services available in nearby regions
- ☐ Plan and ensure availability of stocks for essential supplies as soap, hand sanitizers, washing powder, disinfectants, cleaning support equipment's, PPE, etc. (higher order of priority needed esp. in COVID-19 times)

3.6.1 SOP for daily maintenance

- Undertake general cleaning of all the floors including classroom, staff room and kitchen
- Clean any water logging in the entire school premises
- Ensure deep cleaning of all toilets, urinals, drinking water and handwashing points
- Undertake frequent and regular dusting, cleaning and disinfection of possibly infected surfaces such as desks, benches, door knobs, handrails, teaching learning material, sports items, washroom fixtures, toy/book storage for children, general storage, etc.
- Ensure that soap and water are always available at all handwashing points
- Ensure all toilets/urinals and water points are usable and functional
- Check for loose locks and shutters of all the doors, windows, almirahs, etc.

3.6.2 SOP for monthly maintenance

- Clean dust from all appliances and walls, etc.
- Check for the supplies of essential stock, such as soaps, disinfectants, cleaning support materials, PPE (for specific purposes), 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
- Check for any damp marks on the walls, ceilings, and floor
- Check for any termites in the building that may already be damaging the school building or can cause risk to the building at a later stage
- 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 for leaky taps, valves, flushing cisterns, etc.
- Check for any blockage in the drains, sewage pipes and wastewater pipes
- Check if the first aid kit is up-to-date and the medicines are within their expiry date. Replenish as per need.
- Check the functioning of hinges, bolts and other hardware of all doors and windows
- Clean all dust from the fans, tube lights and bulbs
- Conduct physical observation, review with the SMC/ SMDC, gram panchayat/ (in meeting and discussions) about the status and follow-up requirement for upkeep of WASH facilities

3.6.3 SOP for seasonal/ quarterly maintenance (before monsoon)

- Check the water tank thoroughly for leakage, etc. Seal it with waterproof 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
- Thoroughly clean the roof and water outlets, checking for cracks, broken *gola*, coping, *chhajja* etc. Check and repair leaky roofs
- Level and clean open school grounds
- Thoroughly check electrical lines and earthing (if applicable)
- Clean coolers (if any), water tank, change pads, check all electrical systems and earthing
- Thoroughly clean water storage tanks as described above
- Review with the SMC/ SMDC, gram panchayat/ ULB/ community for required retrofitting and improved management of the WASH provision in school

3.6.4 SOP for annual maintenance

- Undertake general repair and maintenance work during vacations
- Ensure structural repair and plaster work
- Assess annual operational and maintenance cost for effective WASH and IPC management/services

- Develop, follow-up and update-SAP (in accordance with the Samagra Shiksha) based on a credible analysis as Swachh Vidyalaya Puraskar, SOPs
- Liaison with the concerned department, rural/ urban local body, CSR partners, community to converge for improved WASH management
- Ensure need-based repair, retrofitting, upgradation of WASH facilities
- Undertake associated painting work
- Thoroughly clean sewage and wastewater lines
- Thoroughly clean inspection and junction chambers. Repair leaks, if any.
- Thoroughly clean septic tanks/ leach pits
- Major repair of any electrical lines and earthing

3.7. SOP for COVID-19 (Preparedness and Response)

Recently, COVID-19 has compelled human beings to adopt new normal to prevent the spread of infection This has impacted all spheres of life, including schools and calls for redefining the norms for safety, hygiene and health of the school community during and beyond school operations. Schools have been shut for a considerably long period to prevent any worsening of the situation. When schools reopen, it is extremely critical that the concerned school community (students, child cabinet/ student clubs, teachers, SMC, parents/ caregivers, PRI members) is aware and develops the requisite skills and capacities to initiate, implement, monitor and sustain inclusive WASH management and practices in schools. This is essential for hygiene, health and safety of everyone, and for recovering and sustaining learning outcomes.

The knowledge to be imparted and the expected outcomes are as below:

Knowledge	Practice
COVID-19 is an infectious disease, caused by the most recently discovered strain of the corona virus. People can get infected with COVID-19 if they breathe in droplets from a person with COVID-19 who coughs out or exhales droplets. These droplets land on objects and surfaces around the person. Other people then catch COVID-19 by touching these objects or surfaces (with their hands), then touching their eyes, nose or mouth. There is no specific treatment for the disease caused by the novel coronavirus. However, many of the symptoms caused by this virus can be treated and therefore treatment should be based on the symptoms of the patient.	School community (children, teachers, staff, SMC/ SMDC, parents, GP/ ULB members) are aware of COVID-19 and key preventive measures to check its spread, during and beyond school operations Key awareness content is included – basic information about COVID-19, symptoms, spread, vulnerability, preventive WASH and IPC measures (including mask usage, hand hygiene, physical distancing, cleaning and disinfection, essential supplies, retrofitting, O&M of hygiene facilities, psychosocial support, clear SOPs if someone is found to have symptoms) School has developed their own SOPs for various measures with a clear "safe school operational plan" (in line with SOPs for school reopening issued by the Ministry of Education, Government of India, 2020 at- https://www.education.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf)

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Knowledge	Practice
• Most people infected with the COVID-19 virus experience mild to moderate respiratory illness and recover without requiring special treatment. • Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness. • Most common symptoms of COVID-19 are fever, tiredness, dry cough, shortness of breath and sore throat. However asymptomatic persons (without any symptom) with COVID-19 can also spread the infection to others. The following key measures are recommended to prevent infection and to slow down the transmission of COVID-19. - Always wearing a mask/ face cover (generally reusable) - Maintaining physical distance of 2 gaj (6 feet) from other people - Washing hands frequently and thoroughly with soap and water – at least for 40 seconds - Following respiratory hygiene - Avoiding touching the face (eyes, nose and mouth) - Staying home if unwell - Ensuring environmental cleaning, disinfection and hygiene	• Concerned stakeholders (students, teachers, staff, SMC, parents/ caregivers) are clear about their individual roles and responsibilities regarding limiting the spread of COVID-19 • School community (students, child cabinet, teachers, staff, SMC) have internalized and adopted COVID-19 appropriate behaviour in their lives as the new normal. • Key COVID-19 appropriate behaviour is followed by the school community, such as: 1. Maintaining 6 feet physical distance 2. Wearing home-made reusable face cover/ mask 3. Washing hands frequently and thoroughly 4. Avoiding touching your eyes, nose and mouth- unnecessarily 5. Greeting without physical contact 6. Maintaining respiratory hygiene 7. Not chewing tobacco khaini or spit in public places 8. Ensuring regular cleaning and disinfecting frequently touched surfaces 9. Avoiding unnecessary travel 10. Avoiding crowded places 11. Not sharing personal items such as pen, pencil, tiffin, food, water bottle 12. Not discriminating against the sick 13. Seeking information from credible sources 14. In case of symptoms, immediately informing to teachers, parents/ close and reliable people 15. Seeking psychological support for any anxiety/ stress

Key checkpoints for ensuring safety, hygiene and health (during COVID-19)

Response to the COVID-19 pandemic certainly calls for adherence to a higher level of WASH and IPC protocols in schools for ensuring a safe and hygienic school environment. Besides ongoing WASH measures some of the additional thrust area should include mask usage, physical distancing, hand hygiene, respiratory hygiene/ etiquettes, environmental cleaning and disinfection, food safety and hygiene, procedures to respond if children or staff become unwell. The following table provides key checkpoints for COVID-19 response and preparedness measures in the school context.

Component	Checkpoints
General	1. Sensitize all teachers (including residential school/ hostel staff) on COVID-19 and related prevention and control measures (including WASH, IPC) 2. Follow-up /sensitization training of parents/caregivers/ SMC/ support staff 3. Ensure greater school collaboration and communication system with parents, caregiver, community (formal and informal) 4. Maintain essential emergency contacts 5. Ensure a dedicated task team (teachers, SMC and volunteers) for managing COVID-19 related issues, including emergency care support/ response team, hygiene inspection team, etc. with earmarked responsibilities 6. Undertake safety auditing by a registered/government agency before and after school reopening – including the WASH and IPC checklist 7. Strengthen/ retrofit school WASH facilities/ provisions to accommodate child friendly and COVID-19 sensitive, climate resilient, adaptation 8. Develop and disseminate a detailed SOP including WASH and IPC measures (safe school operations with safety) 9. Ensure stringent follow-up/ adherence to school SOPs especially mask usage, physical distancing, hand hygiene, respiratory hygiene, cleaning and disinfection, waste disposal 10. Plan to reach out to the most marginalized children 11. Assign duties to teachers for ensuring preventive measures at key locations/ moments such as a-) entry point; b) closing of school; c) physical distancing in class room and other common meeting places (teacher along with students); d) MDM cooking and distribution; e) responding to student's queries. 12. Display signages and markings for COVID-19 responsive behaviours/safety protocols 13. Teacher's plan, timetable, activities for subjects and classes to consider physical distancing, maintaining health and hygiene (as these need to be linked to syllabus and learning outcome 14. Maintain cleanliness and hygiene in school campus as priority 15. Display age-appropriate information and awareness in the local language about COVID-19 16. Ensure students are advised, instructed, suggested, explained, reinforced about COVID-19 precautions to be taken up, such as safety in schools, safe stay at home, safe commuting, etc., through conducting fun-based activities involving students and focusing on related learning outcomes
Usage of mask	1. All students, teacher and staff to wear a face cover/mask all through, especially when in class, during group activities such as eating, using laboratories or WASH facilities (home-made clean cloth based reusable masks are usable) 2. Make children aware about the importance of using a mask (including correctly wearing and taking off the mask, precautions while wearing, regular cleaning after use (with soap, water, sun dried), safe storage, safe disposal aspects and also how to make a mask at home from clean cloth) 3. Let no child exchange masks with others 4. Keep a stock of masks in the school as a preparedness measure for specific use

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Component	Checkpoints
Physical distancing	1. Maintain physical distancing of 6 feet by all, at all time in the school and while commuting (including in hostels, residential schools) 2. Plan need based, staggered and reduced timings for different classes so as to allow physical distancing 3. Students to attend schools on a rotation basis or on alternate days or as per the schedule prepared by the school, 4. There must be a distance of at least 6 feet between students in the revised seating plan 5. Students sit in alternate chairs/ only one student on each double desk (in the classroom, etc.), while complying with physical distancing. 6. Outdoor spaces (in case of pleasant weather) may be utilized for conducting classes, keeping in view the safety and security of the children and physical distancing protocols 7. In case classroom size is small, classes may be held in rooms having a larger area such as the computer room, library, laboratory, etc. with physical distance of 6 feet between the students. 8. Practical work should be done in small groups maintaining physical distancing. 9. Group activities in games, sports, music, dance or other performing art classes may be allowed only if it is feasible to maintain physical distance and follow health safety norms. 10. Ensure Physical / social distancing at the entry and exit points of the school, when queuing up for entry and exit and inside the school. 11. Multiple gates/separate gates, if feasible, should be used for entry and exit 12. Mark circles for physical distancing on the ground at different places like the reception, water facility stations, hand washing stations, area outside washrooms, and other areas. 13. Physical/social distancing shall also be maintained in the staff rooms, office area, and other places of public interaction 14. Residential schools/ hostels should arrange alternative space to accommodate students to enable physical/social distancing 15. Residential schools/ hostels can erect temporary partitions to separate inmates/ boarders. Adequate distance between beds may be ensured.
Handwashing with soap	1. Ensure functional handwashing points at all key points, with safe wastewater disposal arrangements near the toilet, before MDM/ lunch, at the entrance, (also near classrooms, halls, exits, kitchen etc., as far as possible) 2. Entrance points must have mandatory hand hygiene provision 3. Handwashing facility designs must be COVID-19 appropriate and child friendly: allowing safe physical distance while used (6 feet), low touch/ no touch (foot operated/ elbow tap, tippy taps), age (/height) appropriate, low maintenance 4. Key supplies like safe water, soap/handwash solution must be available at all point of use 5. Students must understand COVID-19 transmission route, Handwashing with soap (minimum 40 seconds) with WHO recommended steps 6. Additional critical moments for handwashing to also include after reaching school, after coughing and sneezing, after touching any potentially infected surface 7. If needed, staggered timings can be introduced for handwashing (before MDM/ lunch) to allow safe distancing 8. If possible, alcohol-based hand sanitizer may be placed at prominent places like the reception and entrance of the school 9. Teachers, child cabinet monitors to ensure effective follow-up of safe processes/ SOP adherence of hand washing (including safe distancing, etc.)

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Component	Checkpoints
Respiratory hygiene	1. Students, teacher, staff are well aware of respiratory etiquettes 2. Students adhere to the practice of covering their mouth and nose while coughing/ sneezing with a tissue/handkerchief/flexed elbow and disposing of used tissues properly. 3. Children, teacher and staff avoid touching eyes, nose and mouth 4. Spitting in the campus and around is strictly prohibited
Environmental cleaning and sanitation	1. Arrange for thorough daily cleaning and disinfecting of all floors including classrooms, entrance lobbies, corridors, laboratories, storage places, water tanks, kitchens, canteen, washrooms, libraries, etc. 2. Ensure good ventilation and air flow in indoor spaces 1. Cleaning and regular disinfection (using 1% sodium hypochlorite) of frequently touched surfaces (door knobs, elevator buttons, hand rails, chairs, benches, washroom fixtures, etc.) to be made mandatory in all class rooms, laboratories, lockers, parking areas, other common areas, etc. before beginning of classes and at the end of the day. 3. For cleaning and disinfection, the Guidelines issued by the Ministry of Health and Family Welfare on Disinfection of Common Public Places can be referred. These are available at- https://www.mohfw.gov.in/pdf/Guidelinesondisinfectionofcommonpublicplacesincludingoffices.pdf 4. For residential schools/ hostels, ensure higher frequency of cleaning and disinfection every day 5. Cleaning staff/ workers are oriented/sensitized/ trained on cleaning and disinfection protocols 6. Cleaning staff/ workers always use personal protective equipment while providing services (with safe disposal) 7. Students should not be involved in any of the cleaning activities for health and safety reasons
Student's well-being	1. If a student, teacher or employee is sick, he/she should not come to the school and should follow necessary preventive and suggested measures 2. School entrance to have mandatory thermal screening provisions (for students, teachers, staff, CCH, visitors) with physical distancing 3. Maintain students', teachers' and support staff's medical records, including a history of infection of disease in the family/community. 4. School to have provision of a medical room/ isolation room (clean, disinfected) equipped with necessary first aid facilities and coordination for medical attendant/ paramedic /nurse to attend the sick. 5. Establish and disseminate procedures to respond if children or staff become unwell (in coordination with nearby health facility/ officials) 6. Observe the child in the class continuously for physical health and mental health issues 7. Ensure frequent health check-ups for students, staff, (coordination with nearby health facility) 8. School is not used for non-educational purposes (including quarantine services, temporary shelter, community use, any other treatment, etc.), once school re-open and start operations

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Component	Checkpoints
Food safety and hygiene	1. Capacity-building of MDM staff (CCH) on prevention measures including hygiene, safety, physical distancing, respiratory hygiene, reporting illness (if any) in schools. 2. Students adhere to physical distancing (with clear markings for seating arrangement) and other safety norms while being served MDM/ taking lunch (meals can be served in batches in verandah/dining halls to allow physical distancing) 3. School ensures safe, organized and hygienic storage of food grain, vegetables, spices, supplies 4. Outer sealed package /cover of condiments, pulses, etc., to be thoroughly washed with soap solution and sun dried before transferring the material to the jars followed by washing of hands with soap (> 40 seconds) 5. Kitchen cum store/place of cooking must be deep cleaned and sanitized 24 hours before actual cooking, after reopening of schools 6. Kitchen activities to maintain appropriate distance between activities (e.g., separations for raw material procurement area, vegetable cutting area, cleaning of grains/ pulses, cooking area, cooked food area) 7. Food, vegetable items to be washed with clean potable water and kept in hygienic, cool conditions before use 8. MDM staff must use barriers such as tongs, gloves and other utensils to prevent direct hand contact with the food 9. MDM staff must wear clean uniforms, masks/face covers, gloves, head covers at all times 10. No ready to eat food items should be left open (to be kept covered) 11. Students must not share cups, eating utensils, food or drinks with others 12. Students (to whom mid-day meals are not served) bring home-made nutritious food (not to be shared with anyone) 13. Equipment, containers, glass cases, cooking utensils and crockery should be cleaned thoroughly with soap and water. Preferably use hot water (above 600c) for washing and sanitizing. 14. Sun dry the cleaning accessories in a clean and tidy place
Water	1. Students should be encouraged to bring water bottles (bottles should not be shared among friends/ peer group) 2. School children should be oriented regarding water conservation approaches in their daily routine 3. Ensure adequate water availability for various purposes – drinking, handwashing, cooking, washing, toilet use, cleaning, etc. 4. If required arrange additional drinking water storage reservoir/ water containers with taps/water points 5. Water tank (s) must be cleaned frequently and a cleaning checklist maintained 6. Address retrofitting/ repair needs for uninterrupted water supply/ distribution system while ensuring safe physical distance (6 feet) during use 7. Ensure availability of running water at the drinking water point, toilet/ urinals and handwashing points

Continued

Continued

Component	Checkpoints
Sanitation (Toilet)	1. Ensure adequate, clean, functional, child friendly, toilets and urinals for boys and girls 2. Ensure at least one separate CWSN friendly toilet with necessary ramp, handrail, and wide door 3. User-friendly bathrooms (residential schools/hostels) 4. Retrofitting, repair requirements especially for ensuring safe distancing, ventilation, child, female and CWSN friendly requirements for toilet, urinal (including bathroom in residential setting) 5. Ensure frequent cleaning and disinfection of the toilet unit on a daily basis 6. Ensure safe disposal of faecal matter and urine 7. Orient students to ensure safe and hygienic use of toilet, urinals (make schedule of use if there are a limited number of toilets, to allow physical distancing/ safety)
Waste management	2. Ensure provision for proper disposal of used personal protective items and general waste in accordance with Central Pollution Control Board (CPCB) guidelines available at- https://cpcb.nic.in/uploads/Projects/Bio-Medical-Waste/BMW-GUIDELINES-COVID_1.pdf 3. Students and employee should be advised to dispose of used face covers/masks/ PPE in separate covered bins placed in classrooms, workstations and other common areas. The same may remain stored in the bins for 3 days and disposed of as dry general solid waste after cutting/shredding 4. Waste material, unused/ condemned articles, such as furniture, equipment, etc., are removed from the school premises and disposed of, as per the departmental procedures
Hygiene and sanitation education (Behaviour change communication)	1. School ensures integration of session/creative activities with students, child cabinet in timetable to reinforce WASH and infection control measures (weekly special session on WASH and IPC) to ensure resilience 2. Health and wellness ambassadors (teachers) under the School Health Programme to prioritize WASH and IPC in special sessions with students 3. A hygiene infection team, can be instrumental to monitor and inform about cleanliness/ hygiene status for required improvement measures 4. Teachers and willing students (with parental consent) from class VI onwards can take responsibility on a rotation basis to monitor physical distancing norms at different places, students' behaviours, like frequently touching their own face, handshake with other students, etc. 5. Ensure hygiene education is widely available and accessible, preferably in local and child friendly language for students 6. Use appropriate audio-visual aids from authentic sources for reinforcing WASH, IPC skills 7. Teacher and student may be engaged in development of IEC, posters related to COVID-19- prevention and control measures 8. Display posters/messages/stickers/ wall paintings and signages at appropriate places (such as inside the classroom, libraries, outside washrooms, hand washing stations, drinking water areas, school kitchen, halls, classrooms, buses/cycle parking, entry and exits) in the school, reminding students about COVID-19 appropriate behaviours, including: • Maintaining physical/social distancing • Not shaking hands- use other non-contact methods of greeting • Hand hygiene at critical moments, handwashing steps (40 seconds)

Continued

Continued

Component	Checkpoints
	• Precautions while wearing masks • Respiratory hygiene, no spiting • Covid-19 transmission route, symptoms • Environmental cleaning and disinfection • COVID-19, do's and don'ts • Water conservation, safe water handling • Monitoring charts – Cleaning/ disinfection, WASH and IPC • O&M of WASH units 9. Encourage students to not share any material (textbooks, notebooks, pen, pencil, eraser, tiffin box, water bottles, etc.) with each other.
Increased airflow and ventilation	1. Conduct need assessment and address airflow and ventilation requirements in the class, residential schools/hostels, WASH facilities and other places 2. Avoids using air conditioners/coolers in schools (emphasize on getting air and sunlight naturally to the extent feasible)
Safe commuting	1. Establish a mechanism for informing and updating students in advance about planning of class schedules to facilitate in journeys to school (including suggestions for safe and healthy routes) 2. Avoid crowding and congestion during drop-off and pick-up of students 3. Adequately guide students commuting through public transport to take all precautions such as physical distancing, covering nose, mouth with face cloth/mask, sanitizing hands after touching surfaces, etc. 4. If possible, keep hand sanitizer in the bus/vehicle 5. Ensure PPE use by bus drivers and aides as per protocol 6. School driver and conductor should maintain physical distance at all times and ensure physical/social distancing among students in the bus/cab (If needed and wherever possible, more buses may be arranged.) 7. Maintain a minimum physical distance of 6 feet for seating in buses. 8. All commuters must wear face cover/masks in the bus/cab. Children must not be permitted to board buses without masks. 9. Maintain cleanliness and hygiene in transport facility 10. Parents/ caregivers should drop and pick children from school, as far as possible. 11. Sanitize bicycle racks, parking area on a daily basis
Linen management (in case of residential school/ hostel settings)	1. Residential schools must establish a protocol for linen management in the campus (including medical room) 2. Schools to ensure that bed sheets, pillow covers are kept stain free, clean and changed frequently (including in the medical room) 3. Schools have sufficient space and arrangement for washing and drying of clothes 4. Schools to ensure disinfection of beddings at least once/ twice a year

Continued

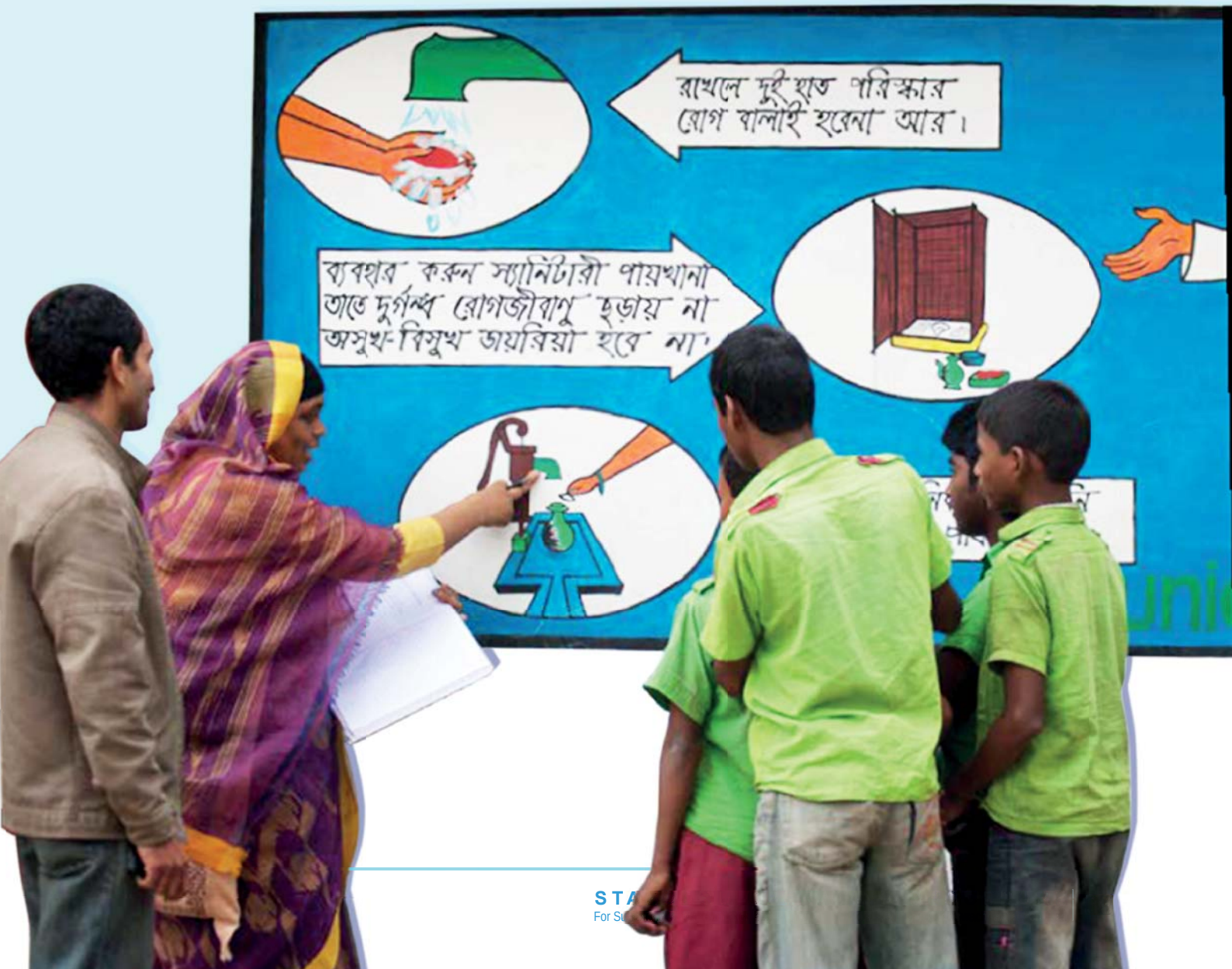
Continued

Component	Checkpoints
Parents/ caregivers, SMC and community	1. Capacity building of parents/caregiver/ SMC member for their role in ensuring COVID-19 and key responsive behaviours to be adopted/ adapted by themselves and children 2. Parents/caregivers should regularly monitor their child's health and not send their ward to school if the child is not feeling well 3. Parents/ caregivers should encourage their child to share their concerns and fears and try to address them 4. Encourage, train and facilitate children to enable following of key behaviours • Wear a mask correctly all the time and not exchange it with others • Physical/social distancing at all times once she/he leaves home • Wash hands with soap and water frequently • Wear full-sleeved clothes to minimize the interaction with any public surface • Cough and sneeze into a tissue or elbow and avoid touching face, eyes, mouth, nose • Keep two small clean napkins/clean cloth daily with their ward for wiping • Ensure personal hygiene such as trimming nails, regular bathing • Follow safe handling of drinking water always • Keep the toilet, urinal clean and safe after use 5. Clean and sanitize their ward's mask, uniform and other belongings daily 6. Coordinate with school to receive information on COVID-19, prevention measures and safety 7. Offer support to the school to strengthen school safety efforts (including child friendly, female friendly, CWSN friendly WASH facilities)
Regulatory, infrastructure IEC	1. School must strive to ensure adequate, functional, clean, usable, basic WASH in School infrastructure (toilet, drinking water, handwashing points, supplies) as per the departmental norms and standards 2. School should have a local level robust system (with departmental support mechanism) to ensure timely repair, retrofitting of WASH facilities 3. Establish a strong school level committee (with teacher, SMC, Child Cabinet, Club, PRI members) to ensure timely monitoring and review 4. School must have trained teachers in behaviour change communication strategies (WASH and IPC behaviours) to facilitate the desired behaviours in children 5. Key IEC to be developed, placed and actively used for desired WASH and IPC messages including 3 critical COVID-19 responsive messages (related to mask use, physical distancing and handwashing, etc.)

CHAPTER 4

Roles and Responsibilities of Parents and Community

Parents and community members can play important roles in keeping the school clean, infection free, safe and healthy, and in encouraging children to adopt improved hygienic behaviours. Government schools in rural areas and near urban slums are often used for community events and official government events like electoral polling, as temporary shelter during floods and cyclones, quarantine facility (during epidemics such as COVID-19 in the recent period). In such circumstances the school water, sanitation and hand washing facilities face maximum wear and tear. In case there is community ownership on part of parents and Gram Panchayat, then the situation of wear and tear can be avoided or minimized. Thus, it is critical to involve community members and parents in WASH in Schools programme.



Some key roles of parents and community

HUMAN INTERNAL ORGANS

CHAPTER 5

VIDYANJALI 2.0

National Educational Policy (NEP) 2020 lays emphasis on active involvement of the community as well as private sector to supplement the efforts of the government in enhancing quality of school education. Accordingly, the Department of School Education and Literacy, Ministry of Education, has launched Vidyanjali 2.0, a volunteer management programme. Vidyanjali 2.0 will help the volunteers to interact and connect directly with the Government and government-aided schools of their choice and share their knowledge and skills as well as conlribute in the form of assets/material/equipment to meet the requirement of the schools.

5.1 A Portal to Connect Community/Volunteers Directly to Schools

The newly introduced portal – Vidyanjali 2.0 – will help the community/ volunteers interact and connect directly with schools of their choice to share their knowledge and skills as well as contribute in the form of assets/material/equipment.

Upon the expression of interest by a volunteer/ contributor, the school authorities will assess the suitability of the volunteer/contributor for the service/activity and/ or the specifications of the assets/material/equipment in accordance with the procedure as set out in these guidelines.

5.2 Contribution in Service/ Activity

Vidyanjali 2.0 allows the volunteers to contribute in service/activity at schools in the area of their expertise and depending on their area of interest.

Brief description of generic and sponsorship activities is given in Annexure-I.

5.3 Contribution of Assets/ Material/Equipment

Vidyanjali 2.0 also allows the volunteers to contribute different types of assets/material/ equipment.

The broad categories of contribution include basic civil infrastructure, basic electrical infrastructure, classroom support materials and equipment, digital infrastructure, equipment for extra-curricular activities and sports, yoga, health and safety aids, teaching learning materials/learning equipment, maintenance and repairs, office stationery/ furniture/support services/needs, etc.

Contribution of assets/material/ equipment cannot be in the form of any monetary support. In case school ties up any monetary support, then this platform may not be used for that purpose.

Schools have option to post a request for contribution from a volunteer within a predefined list of assets/ material/equipment, is given in Annexure-II.

This is issued with the approval of the competent authority in the DoSE&L.

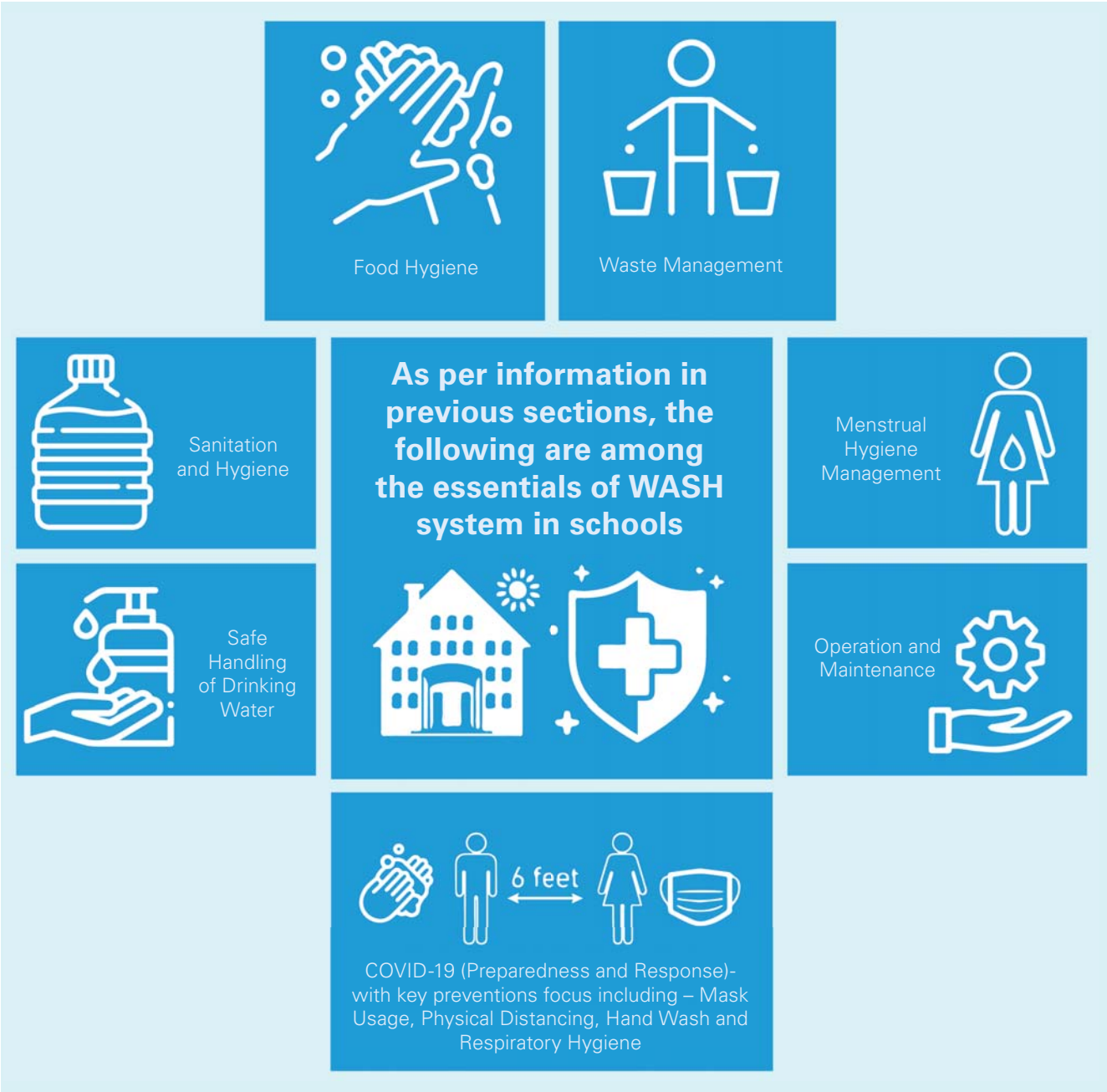
CHAPTER 6

CONCLUSION

The WASH in Schools programme is a holistic approach towards building infrastructure, processes and an attitude and temperament for hygiene and infection prevention and control behaviours. A substantial body of literature on WASH supports the causality between its implementation and positive health related benefits accrued to children, that leads to improved attendance, health and performance in schools.

The school community has a key role and responsibility to ensure integration and effective adaptation of the above SOPs into the school system.

Given the positive impact of WASH on various facets of child development, it is pertinent that WASH related curriculum should be integrated into the daily learning schedule of children (as also intended under the recently launched School Health Programme). The effectiveness of SOPs can be enhanced if theoretical knowledge dissemination is coupled with practical learning, and can be made more enjoyable for children. NEP 2020 also envisages the need for developing these skills among children, in reference to fundamental duties. A model day wise schedule that can be implemented by schools is as below:



Timetable for WASH related curriculum

Monday	Personal Hygiene + Respiratory Hygiene/ Etiquette
Tuesday	Use of Mask + Physical Distancing + Handwashing With Soap
Wednesday	Safe Handling of Drinking Water + Food Hygiene
Thursday	Waste Management + Menstrual Hygiene Management
Friday	Safe Toilet Use
Saturday	Parents and Community Engagement + Environmental Cleaning and Disinfection

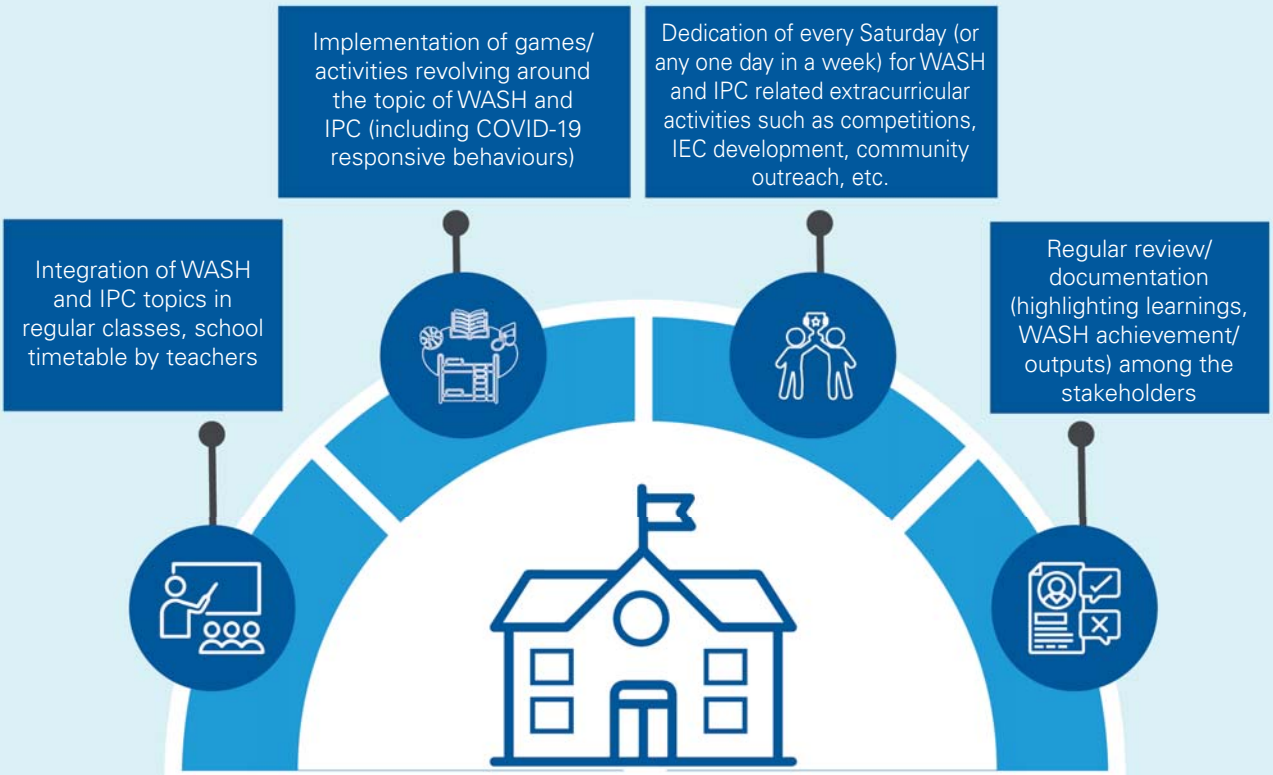
The most effective medium for dissemination of knowledge and practice for sustaining WASH in Schools programme and ensuring that our vidyalayas remain swachh, safe and infection free is the school led WASH Improvement Plan/ Swachhata Action Plan (SAP).

This SAP should try to integrate all aspects of the SOPs (including COVID-19- response and preparedness section). Ideally the school team (principal/ head master/mistress, teacher, student, staff) should actively engage SMCs/ SDMCs, GPs/ ULBs in the development, implementation and monitoring of this SAP for sustained improvement of WASH/ IPC in schools. Whereas the school team can play a critical role in software aspects related to skill, capacity development, the community (SMCs/ GPs/ ULBs) can be instrumental in leveraging/ mobilizing and ensuring minimum WASH provisions in school as well as post school follow-up on WASH behaviours.

Of course, interventions will require constant orientation/ training/skill upgradation of teachers/support staff, SMCs/ SDMCs/ child cabinets, students, parents.

The above child friendly, interdisciplinary curriculum focuses on hygiene life skills, community service activities and peer-to-peer interaction which increases active participation by children. This kind of curriculum is inherently linked to individual and collective capabilities, opportunities and access to information. These hygiene values can transform a student's WASH behaviours to impact lifelong heath, education outcome.

At the school level, the following activities by principal/ head master/mistress, teacher can ensure reinforcement of desired behaviours, health, safety and educational impacts in a sustainable way through



Annexures

Annexure I

List of services/activities for contribution by a volunteer

1. Generic level services/activities

S. No.	Generic level activity name	Indicative framework & description of services/activities to be performed
1	**Subject assistance**	• English, Hindi, EVS, Science, Social Sciences, Mathematics, as well as all the languages including local/regional languages/ mother tongue being taught upto elementary school education (Foundational, Preparatory, Middle level [Nursery to Class 8]) . • Assistance may also be provided for all the subjects offered at the secondary level (Classes 9–12) in Science, Arts and Commerce. • The volunteers having adequate knowledge of the relevant subject may be identified, to provide assistance to the school in the relevant subjects.
2	**Teaching art and craft**	• Can include both visual and performing arts. • Demonstration and engagement of children through arts and craft-based activities (Toys, clay modelling, puppetry-puppet shows and puppet making, as per the availability of material in different localities). • Emphasis may be given to the local/State craft, dance, song, festival, drama, etc. reflecting the local culture and tradition.
3	**Teaching yoga/sports**	• Engagement of children in age appropriate yoga and spoft activities. • Students may be allowed to choose sports of their locality and choice. Both indoor and outdoor sports and games are to be encouraged.
4.	**Teaching languages**	• Storytellers, actors, theatre experts who can inspire and engage children in creating stories/drama in local language to enhance their imagination, creativity and communication skills. Both written and verbal modes are to be encouraged. • Any other pedagogically appropriate activities that may help in development of language skills – reading, writing, etc. are to be allowed.

S. No.	Generic level activity name	Indicative framework & description of services/activities to be performed
5.	**Teaching vocational skills**	• Volunteers may be allowed to impart short term vocational programs for the development of skills identified by the National Skill Development Corporation (NSDC) and which the learners express interest in. • Development of skills in such vocations that have scope for local employment may also be encouraged. Efforts should also be made to preserve all such traditional/rare/vanishing skills which are available only with specinc families and are not being transmittedto the next generation.
6.	**Assistance for children with special needs**	• Remediation, therapies, and other support for children with special needs
7.	**Adult education**	• School premises may be used after regular school hours to carry out adult education programs, promotional activities need to be carried out in school clusters to encourage participation of illiterate adults in such programs. • Special attention to be given to include women and other marginalized groups in the adult education programs. • ICT labs in schools could be used meaningfully to develop ICT literacy and other ICT related skills among students, teachers, parents and village youth, etc.
8.	**Preparing story books with children**	• Organization of workshops involving students for collaborative story book and comic/graphics novel book creation.
9.	**Mentoring students for career counselling**	• Prcfessional career counselling for admission into Higher Education Institutions,etc.

2. Sponsorship services/activities

S. No.	Sponsorship activity name	Indicative framework & description of activities to be performed
1	**Sponsoring trained counsellors and special educators**	• After identification of professional needs at school level, schedule to be prepared, displayed and disseminated with community members so that need based services can be availed by the stakeholders. • Concern of safety, privacy and ethical aspects of dealing with socio-psycholodcal issues of students should be handled carefully. Services of counsellors trained by NCERT, CBSE and School Boards, etc. may be used for conducting aptitude tests, providing career guidance and counselling services, etc. Career mela, lectures from professionals from various vocations may be conducted with active support from volunteers, community and alumni.
2	**Sponsoring trained**	
3	**Special classes by experts**	

S. No.	Sponsorship activity name	Indicative framework & description of activities to be performed
4.	**Sponsoring medical camps by doctors**	• Periodic camps to address the issue of malnutrition; eye and dental check-up camps may be organized. • Special camps may be organlzed by inviting female doctors/ gynaecologists to provide consultation to adolescent girl students on maintenance of good health and hygiene and balanced diets.
5.	**Sponsoring for participation in sports and cultural events**	• Individual students or groups may be sponsored to participate in State/National/International level sports and cultural events. • However, such students should also be accompanied by a permanent school teacher on such tours. • Sports coaches may be sponsored. Sports equipment, including dress, shoes, hostel facility, (boarding and lodging in sports hostels) may also be sponsored.
6.	**Sponsoring for health and cleanliness resources**	• Resources can be in terms of a cleaner or any cleaning tool, including vacuum cleaners, gardening tools (grass cutter/ machines), disinfectants, sanitizer liquids, etc. which may also be donated to the school.
7.	**Sponsoring additional manpower for housekeeping for atleast one academic session**	
8.	**Sponsoring special – Remedial classes for students by qualified teachers**	• Special remedial classes for needy students by qualified teachers may be arranged either during the summer/winter breaks/weekends, or after the school hours. • However, such volunteers or the experts sponsored by volunteers can take remedial classes only in the presence of some parents or a permanent school teacher.
9.	**Sponsoring CWSN identification camps**	• Specialized school experts may be sponsored who can interact and observe young children minutely in order to identify symptoms of special needs or learning disabilities for immediate attention and support in their learning.
10.	**Sponsoring self defence training for girls**	• Age-appropriate self-defence training can be given to girls, under the supervision of a school teacher and trained personnel. Experts from local police stations, military/ paramilitary forces,retired defence personnel, NCC and NSS cadets, private security service providers may be involved for conducting sessions on self-defence for girls Including demonstration and practice, with adequate safety precautions.

Annexure II

List of assets/material/equipment for contribution by a volunteer

1. Basic civil Infrastructure

- Additional classroom/Balvatika (Pre-Primary section)
- Additional classroom (Primary/Upper Primary)
- Additional classroom (Secondary/Senior secondary)
- Toilets for girls/boys/CWSN
- Toilets for staff
- Drinking water facility
- Art and craft rooms
- Staff room
- ICT lab
- Science lab
- Vocational lab
- Boundary wall
- Gate
- Overhead water tank
- Playground with equipment
- Ramps/barrier free access
- Library (Room, books and furniture, etc.)
- Modern kitchen and dining facilities
- Residential hostels for students
- Residential quarters for teachers
- Rain water harvesting structures

2. Basic electrical infrastructure

- Ceiling fans
- Tube light with fitting for common areas
- Tube light with fitting in classrooms
- Exhaust fan for kitchen/toilels
- Solar panel/energy efficient electrical equipment
- Cenerator/Inverter sets
- Cooking equipment

3. Classroom needs

- White boards
- Green boards
- Tables
- Chairs/benches
- Stationery
- Cupboards
- Braille/large font text books
- Science and maths kits
- Text books
- School uniform

4. Digital infrastructure .

- Desktop computer
- LED projector
- Interactive whiteboard
- Smart TVs / LED TVs
- Tablets
- Laptops
- UPS
- Routers
- Internet connectivity and related equipment
- Printers
- Computer accessories (Keyboards, mouse, etc.)

5. Equipment for co-curricular activities and sports

- Badminton kits (Racquets, shuttlecock, net, etc.)
- Basketball kits [Basketball, posts, rings, etc.)
- Carrom board with accessories
- Chess board with accessories
- Football kits (Football, pump, coal posts, net, etc.)
- Voileyball kits (Volleyball, posts, net, etc.)

- Cricket kits (Ball, bat, wickets etc.)
- Hockey kits (Ball, sticks, coal posts, etc.)
- Flying discs/rings
- Miscellaneous in primary sports/ educational equipment
- Toysand games corner (Including physical and digital toys/games)

6. Health and safety aids

- First aid kit
- Water purifier
- Disinfectants and sanitizers
- Masks
- Infrared thermometer
- Hand wash facilities
- Hearing aids
- Wheelchair
- Sanitary Pad Vending /disposal Machines
- Fire Extinguisher

7. Tool kits and miscellaneous equipment

- Gardening equipment
- Carpentry tools and equipment
- Painting equipment
- Tool kits
- Art reiated equipment
- Skills related equipment
- Lab equipment

8. Teaching learning material

- E-content and software
- Subscription to children magazines and newspapers (Digital/physical)
- Toys, puzzles, puppets (Digital/physical) board games and electronic/video games
- eLabs/OLABs

9. Maintenance and repairs

- Boundary wall painting
- Electrical fixture change
- Fans regulators change
- Cenerator repair/maintenance
- Painting (per sq. ft,)
- Pumps/motors repair
- ICT equipment maintenance and repair
- UPS battery replacement

10. Office needs

- Notice boards
- Computer/laptop/tablet
- Printer
- Scanner
- Photocopier
- Cupboards
- Stationery
- Interactive voice response systems (IVRS)
- Public address system

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