



केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/ACAD/DS(RD)/2022

December 07, 2022

Circular No. Acad-154/2022

All the Heads of Schools affiliated to CBSE

Subject: Operational Guidelines for development of 'Swachhata Action Plan' in each school under Samagra Shiksha – reg.

Dear Principals

Global evidence suggests that Water, Sanitation and Hygiene (WASH) in schools has positive impact on learning environment, health & educational outcome for children and recent COVID-19 period has further exaggerated the significance of 'Resilient basic functional WASH Services in schools'.

As envisaged under Samagra Shiksha, 'Swachhata Action Plan (SAP)' provides a ready opportunity to plan, implement and converge action towards sustained improvement of the WASH facilities, provisions and hygiene behaviours in schools. Robust SAP is the first step towards improved WASH services in schools. To achieve the vision of a clean school, SAP, Samagra Shiksha, has the following specific integrated features/requirements:

- SAP should be based on credible analysis of existing situation, gap assessment
- Convergence with the key departments/schemes/stakeholders at the local level
- 10% of the annual composite school grant under Samagra Shiksha has to be spent on SAP priorities
- SAP needs to be integrated in the Annual Implementation plan for education
- Progress against SAP be tracked.

In view of above, School Heads are requested to prepare 'Swachhata Action Plan' (SAP) towards achieving dream of a 'Clean School'. Detailed guidance notes for the development of school level 'Swachhata Action Plan' and SAP template are available at Annexure A.

Dr. Joseph Emmanuel
Director (Academics)

Encl.: As stated above

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

- 1 The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India, Shastri Bhawan, A - Wing, Dr. Rajendra Prasad Road, New Delhi, 110001



'शिक्षा सदन' ,17 राऊज़ एवेन्यू ,इंस्टीटूशनल एरिया, नई दिल्ली-110002
'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi – 110002





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



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Annexure A

Guidance Notes for Development of School Level 'Swachhata Action plan (SAP)'

Swachhata Action Plan (SAP) is a school level 'WASH in school improvement plan' that aims to achieve the 'vision of a 5 STAR clean School' in a time bound manner and sustain the cleanliness status.

Suggestive key stages, template, elements, processes and approaches for the development of the SAP:

- 1. Capacity Building:** Trained/skilled team to take up a lead role in SAP development at the school level is critical and first requirement. A good orientation and capacity building of concerned school team (specially teachers, child cabinet, support staff, sanitation workers, cook cum helper and school management committee) not only help in improving the local capacities to plan, implement and sustain but also develop ownership for clean school vision.
- 2. Reference checklist on Parameter:** Each school level SAP needs to be based on an actual gap assessment on WASH parameters. Swachh Vidyalaya Puraskar (SVP) 2021-22 guideline provides for detailed 59 checklist points (under 6 sub categories) as self-assessment checklist for schools. These parameters (including norms and standards) accordingly can be referred/adopted from the recent SVP 2021-22 guidelines available at <http://drive.google.com/file/d/1x2WRXEud1pa9KqmZHGxsWcu8Z9uOfQkb/view?usp=sharing>. These parameters may be further customized/modified to suit the local needs.

Specific fields in comprehensive school level 'Swachhata Action Plan (SAP)' template and detailed explanation:

- 3. SAP Template:** Each school is expected to develop a 'Swachhata Action Plan' as per the SAP template given at the following link with any possible suitable contextual adaptation at the local level:

<http://docs.google.com/document/d/1g0j4biohofD9ZuOrFbB11hrPD32ydVHn/edit?usp=sharing&oid=101819917191878907181&rtpof=true&sd=true>

- 4. Components under SAP:** Broad key sub-components of SAP may include the following sub-categories
 - Water
 - Sanitation (Toilets)
 - Handwashing with soap
 - Operation & Maintenance
 - Behaviour Change & Capacity Building
 - COVID-19 preparedness & response (during COVID period)

5. As given in the template ‘specific fields/column’ should ideally include the following:

Structure of the Swachhata Action Plan (SAP)										
1- Checkpoints	2- Compliance (Yes, No, Partial)	3- Gap identified	4-Action Points Brief			5- Estimated Resources (Rupees)		6- Responsibility	7- Timeline	8-Likely Source
			Activity	Qty	Level ¹ (Address)	Capital	Operational 1, (annual)			
1	2	3	4.1	4.2	4.3	5.1	5.2	6	7	8
Category 1- Water										
1- Main Source of drinking water in the school – ‘Piped Water Supply’										

- a. **Checkpoints:** At present SVP has 59 checkpoints, and for each of this checkpoint every school is expected to aspire for the best response. (For Example, for the checkpoint ‘main source of drinking water in the school’ the best response option is ‘piped water supply’)
- b. **Compliance on checkpoints:** Compliance indicate whether the school has already met the best performance on the checkpoint. Based on the status, school can fill the response as ‘yes’, ‘no’, or ‘partial’ compliance against the checkpoint in this column. (For example, in case of checkpoint ‘number of drinking water points’ if the school has met the desired standard of ‘1 drinking water point for every 50 students’, school can respond i) ‘Yes’ as it has met the desired standard, ii) ‘partial’ if it is half way (close) to meet the standard and iii) ‘No’ if the school is required to put extra efforts to meet the standard requirement.
- c. **Gap Identified:** If there is ‘no’ or partial’ compliance in the last column, then this column should specify key gaps in brief only. (For example – ‘lack of adequate water for more than a month in a year’ can be one of the gaps identified)
- d. **Action Points brief:** This section, in general provides details of the proposed/likely activity that can address identified gap. This column is classified into 3 sub columns as per the following:
 - **Activity:** This indicates clear action to be taken up as ‘additional water vessel (container) of 50 litres with tap’
 - **Quantity:** exact quantity of the required intervention as per assessment, for the proposed activity as relevant (as 1,2)
 - **Level of address:** This refers to the level at which the activity can be taken up/addressed as – school(S), village (V), gram panchayat (GP), urban local body (ULB), block (B) and district (D), as the case may be. For example, as per the case ‘covered dustbin requirement’ can be covered at ‘school level’ or ‘GP’,

¹ Level: it refers to District(D), Block (B), Urban Local Body (ULB), Gram Panchayat (GP), Village (V), School (S) as a level from where the activity is to be taken up/actioned.

'extension of the running water facility in each toilet' may be addressed at panchayat level itself, and so on and so forth.

- e. Estimated Resources:** This section/column provides tentative cost estimates (not exact in the planning) for the activity. The cost estimates can have following 2 sub types:
- **5.1 – Capital:** This is an estimate for some new physical asset such as 'a new handwashing facility'
 - **5.2 – Operational:** Here the operational cost can be estimated on an annual basis. For example, cost of key supplies such as disinfectant, sanitizer and cleaner, etc.
- f. Responsibility:** This element of the SAP requires to ideally assign the name of the concerned teacher/staff/person from the school itself, who would take up the responsibility to follow-up/coordinate for the concerned action.
- g. Timeline:** this column is there to indicate the expected timeline (preferably in date/month) for the completion of the identified activity/action point.
- h. Likely Source:** Apart from meeting the gaps through convergence from the concerned schemes, departments, partners, CSR, CSOs, community, SAP priorities and gaps also needs to be addressed from the proposed Annual Work Plan of Education in Samagra Shiksha. Some of the activities also might not have any financial implications, such as capacity building of the child cabinet etc. Thus resources are to be leveraged through convergence at different levels (including school, village, panchayat, ULB, block, district, state levels) from the following possible broad list of resources:
- Concerned nodal department and schemes through Gram Panchayat (GP)/Urban local body (ULB), but not limited to the following:
 - Jal Jeevan Mission (JLM), Swachh Bharat Mission (SBM) –II, 14th, 15th Finance Commission, State Finance Commission (SFC), MGNREGS, District Mineral Foundation (DMF)
 - Gram Panchayat Development Plan (GPDP), which relates to a set of schemes as MGNREGS, 14th & 15th Commission Grants, etc.
 - Resources from members of parliament Local Area Development Scheme (MPLADS), Member of Legislative Assembly Area Development Schemes (MLAADS)
 - Respective State/UT's specific schemes
 - CSR, private donors
 - Local community support (including Vidyanjali 2.0 portal with support from Community/Volunteers directly to the schools)
 - At least 10% funds from the SAP funds from composite school grants (to address immediate gaps, O&M needs)
 - Concerned capacity building head of Samagra Shiksha /Samagra Shiksha annual plan/Swachh Bharat Kosh Trust (SBKT) etc.
- 6. Norms to be referred:** For SAP development school can refer to concerned norms for WASH facilities as given in the SVP 2022 (or State/UT specific norms if any as the case may be), while assessing the compliance of the concerned checkpoint.

- 7. SAP as Live documents:** School level 'Swachhata Action Plan' (based on SVP) once developed in a comprehensive manner, can be a live reference document to be updated and followed up regularly in hard copy (as well as in soft copy wherever feasible), to address gaps related to adequate functional WASH services and behavior accordingly. School can review the compliance in the monthly meeting with the SMC, Child Cabinet, etc.
- 8. Engaging Key Stakeholders:** Swachhata Action Plan development should include key stakeholders such as – school head, teachers/staff, students (Child Cabinets), School Management Committees (SMCs)/Parent Teacher Association (PTA), Parents/Caregivers, Gram Panchayat Members, Urban Local Body Members, sanitation workers, public representative, etc.
- 9. Implementation of the SAP:** Robust SAP once developed, require to be implemented /addressed for the key gaps through the active involvement of the key stakeholders. Ensuring O&M, minor repair, retrofitting, proper signages, IEC-BCC, adherence to the SOPs, are considered among the priority focus area for improved WASH and infection prevention and control.
- 10. Internal Monitoring (WASH in School):** As child friendly, climate resilient, gender sensitive WASH facilities are part & parcel of school, there is a need to ensure that these facilities remain functional all the time during school operation and beyond. Key stakeholders are expected to play a critical role in systematic observation, monitoring and facilitating compliance towards achieving the desired standard for respective SVP indicators. Schools are encouraged to devise suitable- daily, monthly, quarterly, seasonal and annual maintenance checklists. A clearly defined schedule, monitoring system with clear responsibilities helps in adherence to SOPs for key water, sanitation, hygiene, waste management and environment cleanliness services. These systems contribute to reinforce accountability and transparency too.
- 11. Frequent monitoring and review** of the SAP activities by the SMC, school-teacher, staff and child cabinet are to be prioritized. Agenda of the SMC meetings should integrate effective integration of O&M of School WASH facilities.