



SWACHH EVAM HARIT VIDYALAYA RATING



Recognizing Excellence in WASH
and Eco-friendly Schools



“ I want to make a beginning today itself and that is, all schools in the country should have toilets with separate toilets for girls. Only then, our daughters will not be compelled to leave schools midway. ”

SHRI NARENDRA MODI

Hon'ble Prime Minister of India

15 August 2014





"This One-Word, in the context of climate, can become the basic foundation of One World. This word is LIFE – L, I, F, E, which means Lifestyle For Environment. Today, there is a need for all of us to come together and take Lifestyle For Environment (LIFE) forward as a campaign."

SHRI NARENDRA MODI

Hon'ble Prime Minister of India
COP 26, Glasgow



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Recognizing Excellence in WASH
and Eco-friendly Schools

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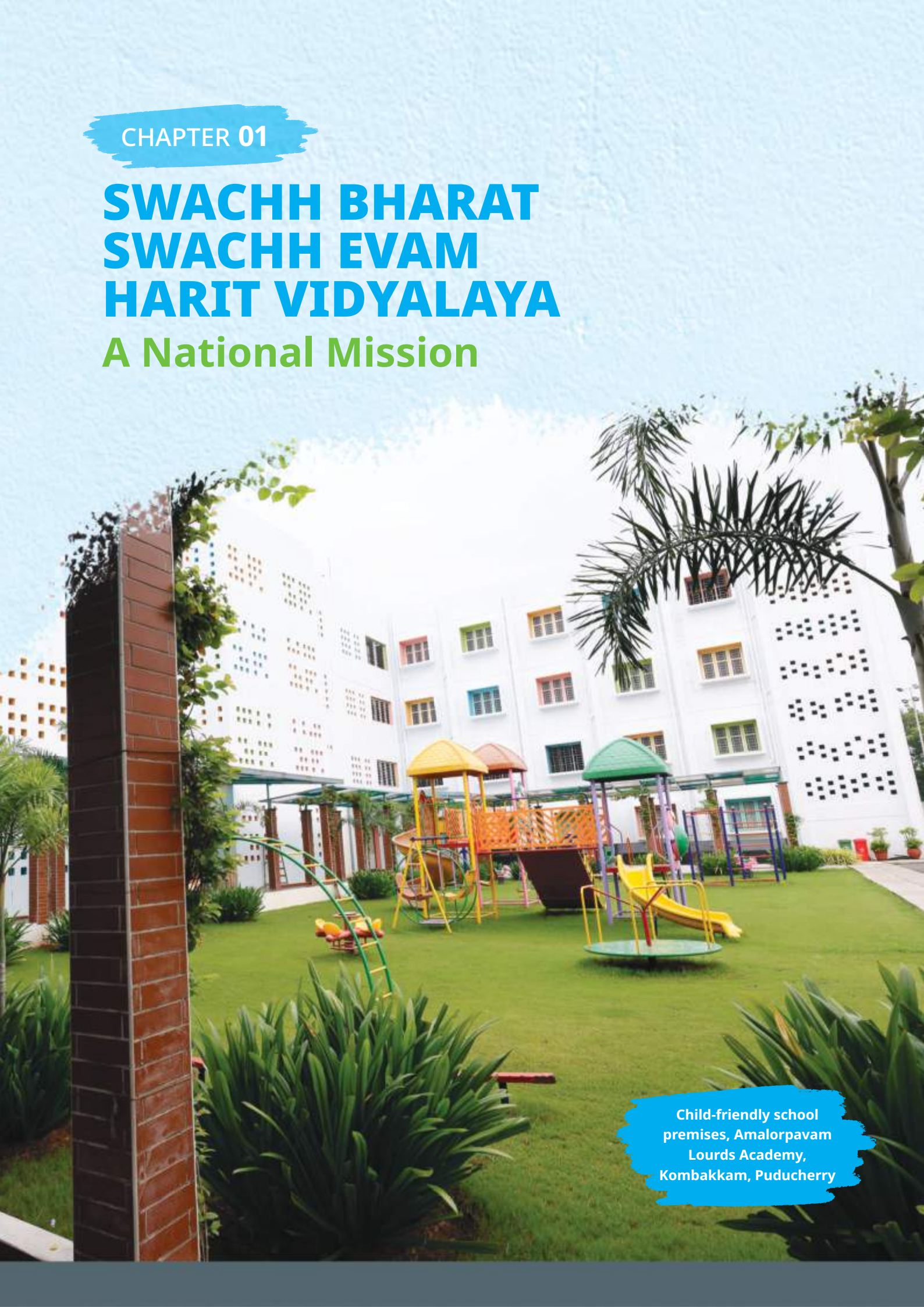
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CHAPTER 01

SWACHH BHARAT SWACHH EVAM HARIT VIDYALAYA A National Mission



Child-friendly school
premises, Amalorpavam
Lourds Academy,
Kombakkam, Puducherry



*As Hon'ble Prime Minister Shri Narendra Modi said in Mann Ki Baat,
 "Just like a mother, a tree nurtures us silently, selflessly and unconditionally
 – expecting nothing but love in return."*

Water, Sanitation and Hygiene in schools play a significant role in determining the health of children, attendance, dropout rate and learning outcomes. The provision of water, sanitation and hygiene facilities in school secures a healthy school environment and protects children from illness and exclusion. It is the first step towards a healthy physical learning environment, benefiting both learning and health. Children who are healthy and well-nourished can fully participate in school and get the most from the education being imparted. Due to vulnerability of children because of climate change, there is a need to focus on eco-friendly schools and lifestyle for health related, education and environmental outcomes.

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

Stakeholders like school teachers, students, child cabinets and eco-clubs have a key role to play in this process; so that their skills and capacity

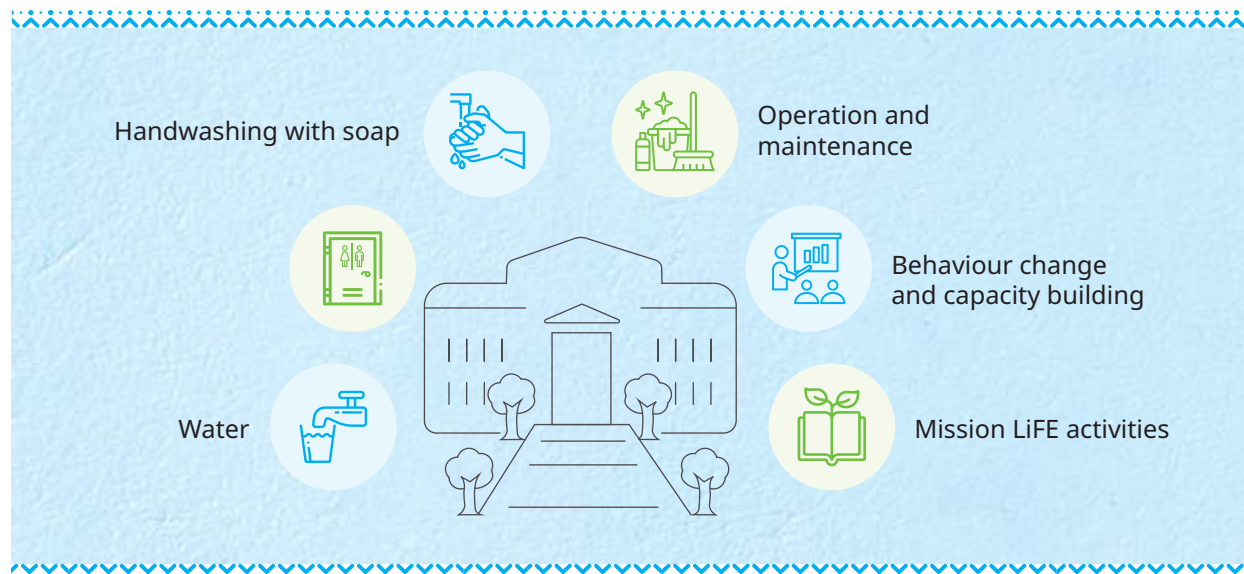


Hand washing with soap and water at critical time is an essential hygiene value (G.G.S.S. Gangapur, Rajasthan)

development are of critical necessity. Swachh Evam Harit Vidyalaya Rating (SHVR) provides a ready opportunity to inculcate relevant fundamental duties; citizenship skills and values among the students with linkage to environmental awareness including water, sanitation and hygiene, resource conservation as visualized under the National Education Policy (NEP) 2020.

It is required that the components of this basic minimum package are commonly understood and used by all schools as a means to achieve desired service levels in water, sanitation, hygiene and environmental practices. Following

Figure 1: Swachh Evam Harit Vidyalaya Rating Criteria



the launch of the initiative, the state, district and local Governments as well as schools across the country have significantly improved sanitation facilities in schools. They are striving to improve access and have introduced child friendly designs, maintenance practices, effective monitoring using ICT tools, behaviour change communication, new financing options and forging partnerships. The schools are now more sensitive towards making WASH facilities accessible to Children with Special Needs (CWSN), incorporating provisions for improved menstrual hygiene like access to safe hygienic sanitary products and safe disposal facility, water conservation measures like efficient use/ saving, recharge, harvesting and Operation and Maintenance (O&M) measures like repair, retrofitting, convergence, etc.

In the past, Swachh Vidyalaya Puraskar (SVP) besides recognizing the local efforts, was instrumental in engaging school for

assessing own situation against the key WASH performance level (through benchmarking approach). Now SVP is upgraded to Swachh Evam Harit Vidyalaya Rating (SHVR). SHVR based situation analysis is instrumental to identify infrastructure and service level gaps leading to development of school level Swachhata Action Plan (SAP), as envisaged under Samagra Shiksha. The Swachhata Action Plan (SAP) in turn can be effectively utilized by schools, to mobilize resources & transform school WASH, through active convergence & support of key stakeholders (Rural/ Urban Local Body, Corporate Social Responsibility (CSR), local donors, community). Through SAP, thousands of schools have demonstrated various local approaches to develop and sustain improved WASH services in respective schools.

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

CHILDREN ARE AGENTS OF CHANGE

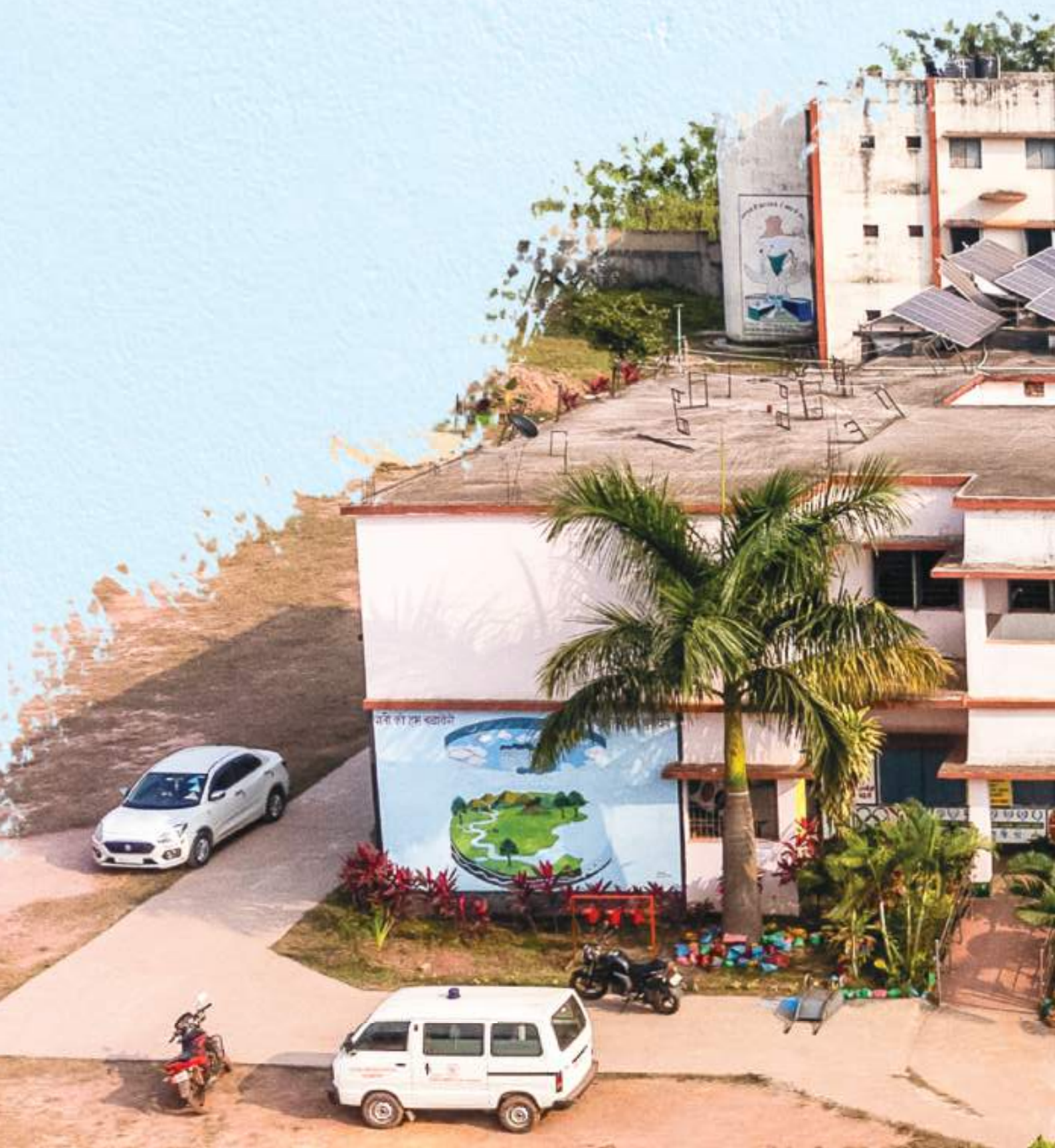
Schools are an established entry point for learning. They present an opportunity to engage parents and community in general, either through knowledge dissemination via children or through direct engagement and demonstration at the school. Children are fast learners and adapt their behaviour more easily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



Govt. Swami
Vivekanand model Sr.
School Panwad, Tonk,
Rajasthan

CHAPTER 02

SWACHH EVAM HARIT VIDYALAYA RATING (SHVR)





K.G.B.V. NOAMUNDI

Clean and green campus,
Kasturba Gandhi Balika
Vidyalaya, KGBV, Noamundi,
Pashchimi Singhbhum,
Jharkhand

The Swachh Vidyalaya Puraskar (SVP) was instituted in 2016 by the Ministry of Human Resource Development (now Ministry of Education), Department of School Education and Literacy, Government of India to recognize, inspire and celebrate excellence in sanitation and hygiene practices in schools. The explicit purpose of the recognition (certificate of merit) was to honour schools that have undertaken significant steps

towards fulfilling the mandate of the Swachh Vidyalaya Campaign. In the SVP 2021-22, approximately 8.23 lakh schools participated from all States and Union Territories (UTs). The SVP is upgraded to Swachh Evam Harit Vidyalaya Rating (SHVR) in 2025-26 where participation reached above 10.47 lakhs and now new cycle of (SHVR) is rolled out nationwide.





Children in eco-friendly
learning environment at the
Mandal Parishad Primary School
(MPPS) in Jammu, Vizianagaram,
Andhra Pradesh

CHAPTER 03

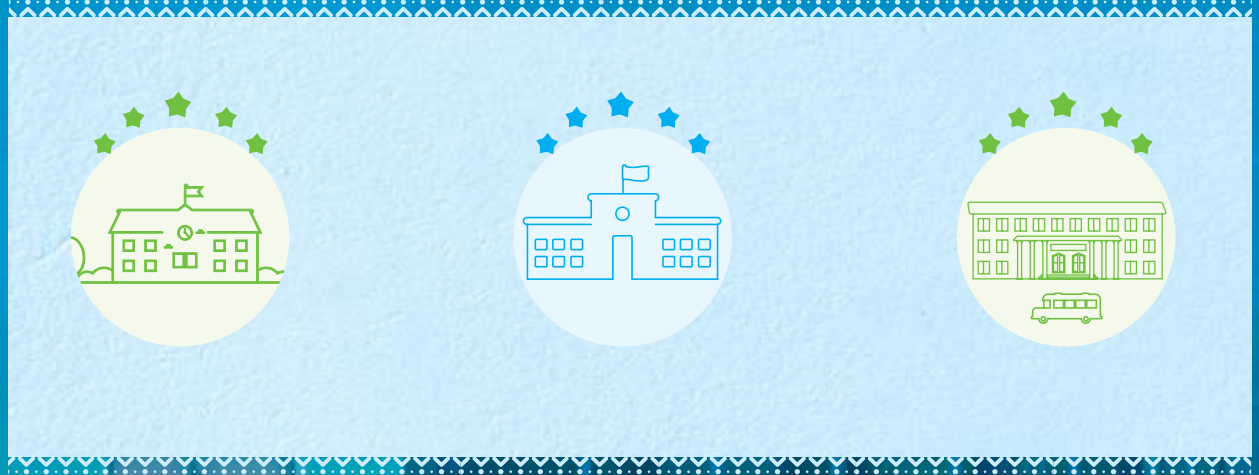
ELIGIBILITY CRITERIA





Proud child cabinet student leaders, holding the Swachh Vidyalaya Puraskar 2021-22 certificate, KGBV, Noamundi, Pashchimi Singhbhum Jharkhand

The SHVR, applicable in both urban and rural areas, will be open for:



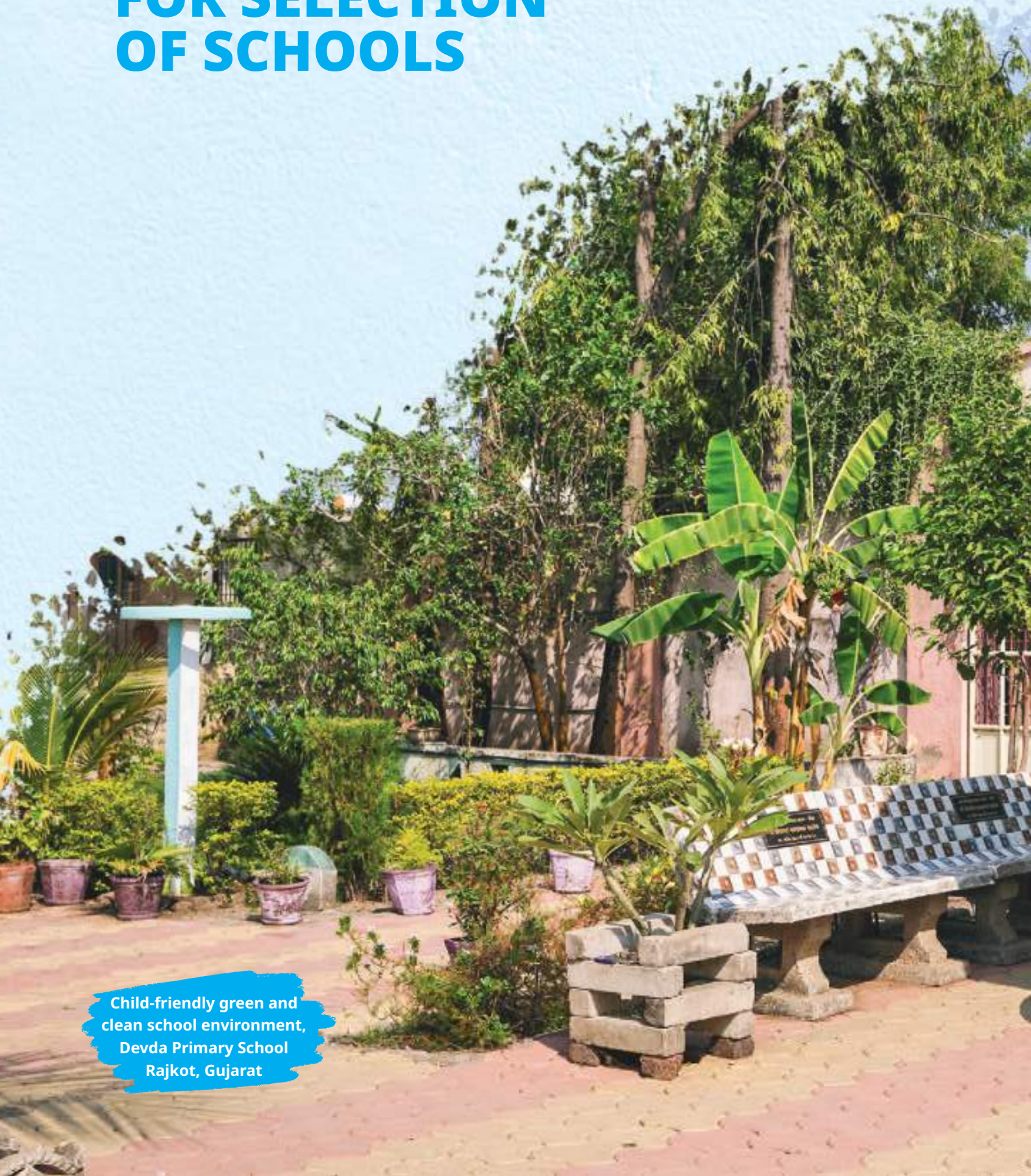


School with provision of
dustbins with lid for safe waste
disposal in common areas,
GPS Koonichempattu,
Pondicherry, Puducherry

CHAPTER 04

METHODOLOGY FOR SELECTION OF SCHOOLS

Child-friendly green and
clean school environment,
Devda Primary School
Rajkot, Gujarat





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

1. School can participate in the SHVR through web portal <https://shvr.education.gov.in> or by downloading a mobile app, "Swachh Evam Harit Vidyalaya Rating" from Google Play Store or Apple App Store.
2. School need to first "Sign Up" by using UDISE+ code of the school. School will need to verify the pre filled information of; school's UDISE+ code, name, State, district, block, village. After verification, school will fill up additional basic information of; Address of the school, respondent's name, designation, mobile number, email ID. School will also choose a password and confirm password. Post this, school will need to press the "sign-up" button. A pop up message "Sign Up Successful" will appear on screen and an email and mobile confirmation will be received for the same. School should take note of the password generated as that will be used for login purpose.
3. School can "Login" for SHVR by using "UDISE+ code and the password". Password should be the same as selected during sign up phase. Schools will then proceed to fill in the information as per the prescribed self-assessment format for the school level information under the Annexure 1 (Section A: Primary information (for registration) & Section B: assessment categories (for survey completion), along with photo upload. After completing the form, school will click the "submit" button. A pop up message on screen will appear informing successful submission.
4. The website/mobile app is customized to cater to different categories of schools. Schools are expected to provide accurate information as required in the format.
5. The information in the format corresponds to the requirements in SHVR guidelines. Annexure 2 provides the list of indicators categorized under (a) Water (b) Toilets (c) Handwashing with Soap (d) Operation and Maintenance and (e) Behaviour Change and Capacity building & (f) Mission LiFE activities
6. Maximum scoring for each parameter is given in Table 1:

Table 1: Scoring assigned to Swachh Evam Harit Vidyalaya Rating (SHVR) Parameters

Sub-Categories	Maximum Score
Water	22
Toilet	27
Handwashing with Soap	14
Operation and Maintenance	21
Behaviour Change and Capacity Building	20
Mission LiFE activities	21
Total	125

7. The performance of the schools against different categories will be scored as per the method given in Annexure 3.
8. On the basis of the scores obtained, the schools would be given a star rating as described in Table 2.

Table 2: Performance level based on the Compliance to the Swachh Evam Harit Vidyalaya Rating (SHVR) parameters

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

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



A teacher support children learn steps of safe handwashing practices at the Mandal Parishad Primary School in Jammu, Vizianagaram, Andhra Pradesh



School Entrance, Yard, premise and play area of GPS Koonichempattu, Pondicherry (Rural), Puducherry

CHAPTER 05

CATEGORIES





Every step counts for
developing a clean and green
school, Swami Vivekanand
Government Model School Panwar,
Deoli, Tonk, Rajasthan

"Rating" at the District, State and National level is as follows:

i) District Level Rating:

- ❖ Concerned department will appoint a Nodal Officer, at the district level to overview & coordinate the implementation of the SHVR activities in the district.
- ❖ Online (web/ mobile) applications received before the cut-off date will be screened by a District level Committee headed by the District Collector (or her/his appointee) and comprising of District Education officer, three eminent school teachers, Superintendent Engineer (Water supply / PHD), District Health Officer and two members from civil society organizations/ NGOs.
- ❖ School shall be eligible to be recognized with certificate of merit at the district level, if it scores at least 51% score in each of the six sub-categories.
- ❖ Key classification for the school recognition under SHVR would follow National Education Policy 2020 structure considering following two categories in respective Rural and Urban areas
 1. Category-I (Foundational, preparatory, and middle stages i.e. Balvatika to Grade 8)
 2. Category-II secondary (Grade 9-12)
- ❖ While star rating of school is applicable for each school, there will be 4 categories of schools for recognition (certificate of merit) which are: Rural – category-I, Rural-category-II, Urban – category-I, Urban-category-II
- ❖ **RURAL:** Three schools from Category-I and three schools from Category-II having the highest overall score with rating not below

Three Star will be recognized for the District level certificate of merit (Total 6 schools).

- ❖ **URBAN:** One school each from Category-I and Category-II having the highest overall score with rating not below 'Three Star' will be recognized for the District level certificate of merit (Total 2 schools).
- ❖ The District Level Committee may get a physical verification of schools done through eligible evaluators decided by the committee based on the number of schools to be assessed. Suggestive eligible evaluators may include but are not limited to the following- Government officials from key departments (e.g., PHED/Drinking Water and Sanitation, Panchayati Raj/Rural Development, Forest Department etc.), individuals, consultants, trainers, resource persons/experts/front line workers associated with social audit of relevant schemes such as Swachh Bharat Mission-Gramin/Urban, MGNREGA etc; officials from DIET; and representatives from local institutions, civil society organizations, public representatives, NGOs, or youth groups etc. The verification will be conducted using a standardized checklist and by capturing photographs through the SHVR App. A prior orientation of evaluators is essential to ensure the quality and consistency of the assessment.
- ❖ Each of the selected schools with the highest overall score (Total 8) will be given recognition (certificate of merit) at district level. District may like to felicitate the winners at district level through a ceremony.
- ❖ Each of the selected schools with highest overall score (Total 8) conforming to eligibility criteria for State level, should be eligible for nomination for the State/UT level recognition (for certificate of merit).



Student handwashing with soap at Himalayan Education Mission, Jammu and Kashmir

- ❖ Schools in aspirational districts and bordering village area should be encouraged to participate in the SHVR process.

NOTE: An exception is provided to Delhi, Chandigarh, and Lakshadweep due to their unique administrative characteristics.

- Delhi and Chandigarh are permitted to nominate all 8 schools from the Urban category.
- Lakshadweep is permitted to nominate all 8 schools from the Rural category.

(ii) State/UT Level Rating:

- ❖ Concerned department will appoint a Nodal Officer at the State level to overview & coordinate the execution of the SHVR activities in the State.
- ❖ Schools selected for recognition (certificate of merit) at District Level with overall rating not less than Four Star will be considered to be nominated for the State/UT Level recognition (certificate of merit).
- ❖ These schools will be screened by a State/UT Level Committee headed by the State Education Secretary or her/his nominee and comprising of Director (Education), Director (Health), two eminent school heads (selected by the State Education Secretary), Chief Engineer (Water Supply & PHD), Director (Panchayati Raj), Director (Urban Local Bodies), representatives of Civil Society Organizations as members.
- ❖ Out of total 20 schools, ten schools from Category-I and ten schools from Category-II level (with 7 from Rural and 3 from Urban each) having the maximum score and rating not less than four stars will be selected for State/UT level recognition (certificate of merit).
- ❖ The State/UT Level Committee may get a physical verification of the schools by a team consisting of officers/ team nominated by the State/ UT. Suggestive eligible evaluators may include, but are not limited to: Government officials from key departments (e.g., PHED/Drinking Water and Sanitation, Panchayati Raj, Rural

Development, Forest Department etc.), individuals, consultants, trainers, resource persons, or experts associated with social audit of relevant schemes such as Swachh Bharat Mission, Mission LiFE, or MGNREGA; officials from key institutions such as SCERT, State Institutes of Rural Development; students/ officials from higher education institutions (colleges/Universities/IIMs, IITs etc.) and reputed research/ academic bodies, representatives from key organisation, civil society organizations, public representatives, NGOs etc. The verification will be conducted using a standardized checklist and by capturing photographs through the SHVR App. A prior orientation of evaluators is essential to ensure the quality and consistency of the assessment.

- ❖ A maximum of 20 schools selected at State/ UT level will be recognized with a certificate of merit.
- ❖ The State/UT may also decide to confer these schools with additional grants/funds for incentivizing them for sustaining their status, and may like to felicitate State level ceremony.
- ❖ Recognition (certificate of merit) will be given based on the overall score. A maximum of 20 schools with five-star rating, (7 from Category-I – rural, 7 from Category-II rural, 3 from Category-I – urban, 3 from Category-II – urban), those conforming to national level selection criteria, from each State/UT would be considered for nomination for the National Level for recognition (certificate of merit).

(iii) National Level:

- ❖ A maximum of 20 schools having 5 STAR rating (7 from Category-I – rural, 7 from Category-II – rural, 3 from Category-I



- urban, 3 from Category-II – urban), nominated from each State/ UT Level will be considered eligible for National level recognition (certificate of merit).
- ❖ At the national level, 200 top schools shall be recognized with a certificate of merit considering category wise schools for recognition as — 70 from rural Category-I, 30 from urban Category-I, 70 from rural Category-II and 30 from urban Category-II.
- ❖ Physical verification of the nominated schools will be done using a check list and by taking photographs and videography.
- ❖ A National level committee headed by the Secretary (School Education & Literacy) and comprising of Joint Secretary (Department

Clean hygienic and well-maintained school campus, Government Girls Senior Secondary School, Gangapur, Bhilwara, Rajasthan



of Drinking Water and Sanitation, Ministry of Jal Shakti), Joint Secretary (Ministry of Environment Forests and Climate Change (MoEFCC), Joint Secretary (Ministry of Health and Family Welfare), Joint Secretary (School Education), 3 experts in Schools/ Bilateral agencies/Civil Society Organizations (to be nominated by Secretary, School Education & Literacy) as members will decide the list of 200 schools to be recognised (certificate of merit).

- ❖ Schools with exemplary performance in the Swachh Evam Harit Vidyalaya Rating (SHVR) will be recognized and incentivized at the national level as per decision of the DoSEL, Ministry of Education, Govt. of India.

- ❖ Incentives to government schools recognized at the national level would be given Rs 1 lakh per school as an additional fund in the composite school grant with appropriate direction for the utilization of this incentive amount. For Private school also it would be given as an incentive fund with the appropriate directions for the utilization.
- ❖ Principals/Headmasters from the 200 recognised schools at the national level would be given opportunity for experiential and educational learning tour to the places of their choices from the selected list of optional places.
- ❖ Three (3) best performing States/UTs and 10 best performing Districts shall be recognized.

CHAPTER 06

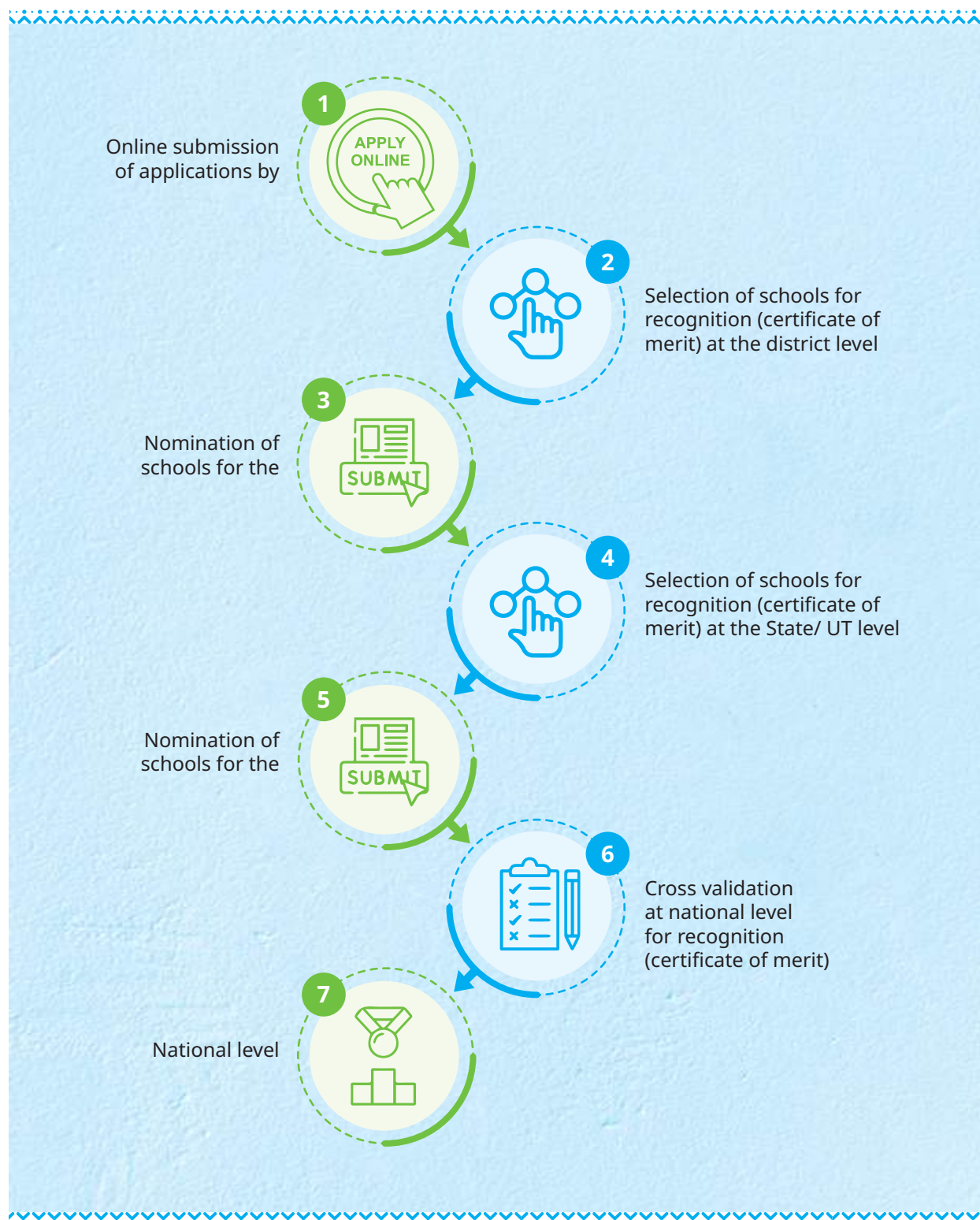
STAGES OF THE SELECTION PROCESS





Height-appropriate boys' urinals, Navy Children's School Porbandar, Gujarat, India

Stages of the selection process are as per the following*



* Dates for these stages' timelines will be finalized and communicated at the time of the launch.



School with child-friendly green spaces, Adarsha Vidyalaya in Shahapur, Yadgir, Karnataka

ANNEXURE





Students playing in the child-friendly school campus, Uchhattar Prathamik School (UPS), Aamgaon, Budaun, Uttar Pradesh

ANNEXURE 1

SELF-ASSESSMENT FORMAT FOR SCHOOL-LEVEL INFORMATION

Section A: Primary information

A 1. UDISE+ Code:

A 2. Name of School and Address:

.....
.....

A 3. Name of Respondent:

A 4. Designation of Respondent:

- a) Principal/Head Teacher
- b) In-charge Head of the school
- c) Teacher
- e) Other staff of the school

A 5. Contact Details of Respondent

- a) School Phone No:
- b) Mobile No:
- c) Email id:

A 6. School Management

- a) Government schools

Sub Category:

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

- a 3) State/ UT Govt. schools
- b) Government aided Schools
- c) Specified Category Schools

Sub Category:

- a.1) Kendriya Vidyalaya
- a.2) Navodya Vidyalaya (JNV),
- a.3) Sainik School
- a.4) Any other school having distinct character
- d) Private Schools

A 7. School type (use)

- a) Residential
- b) Non-residential

A 8. Whether school comes under aspirational district? (Y/N)

Yes ☐ No ☐

(Note: The aspirational districts program is led by anchored in NITI Aayog, Government of India to transform 112 districts across 28 States in India through a mass movement approach. The program focuses on key sectors critical to these districts as: health and nutrition, education, agriculture and water resources, financial inclusion and skill development, and basic infrastructure (including roads, potable water, rural electrification, and household toilets), list can be found here - <http://103.210.73.67/about>)

A 9. Whether school is located in border village? (Y/N)

Yes ☐ No ☐

A 10. Classification of the school as per the NEP 2020 categories

- 1 Category-I Foundational (Balvatika to Grade 2)
- 2 Category-I Preparatory (Grade 3-5)
- 3 Category-I Middle (Grade 6-8)
- 4 Category-II Secondary (Grade 9-12)

A 11. Category of School

- a) Primary only with grades 1-5
- b) Upper primary with grades 1-8
- c) Higher secondary with grades 1-12
- d) Upper Primary only with grades 6-8
- e) Higher secondary with grades 6-12
- f) Secondary with grades 1-10
- g) Secondary with grades 6-10
- h) Secondary only with grades 9 & 10
- i) Higher secondary with grade 9-12
- j) Higher secondary/ Jr. College only with grades 11 & 12

A 12. School type (boys / girls)

- a) All boys' school
- b) All-girls' school
- c) Co-education

A 13. Usage of school premises

- a) Single School – Single shift
- b) Single School – Double shift
- c) Multiple Schools on premises with different UDISE+ codes
- d) Single school that runs in more than one campus

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

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

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

A 14. Year of Establishment of the School:

A 15. Location of the School

a) Rural Area

b) Urban Area

A 16. Name of Board

a) State

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

A 17. Number of students enrolled in the school:

a) Number of Boys

b) Number of Girls

A 18. Number of Children with Special Needs:

a) Number of Boys

b) Number of Girls

A 19. Number of Teachers and Staff:

a) Number of Male

b) Number of Female

A 20. Total number of water points in the school

A 21. Total number of toilets in the schools

a) Number of toilets (boys) =

b) Number of toilets (girls) =

A 22. Total number of urinals in the schools

a) Number of urinals (boys) =

b) Number of urinals (girls) =

A 23. Does the school have a functional system for safe disposal of wastewater (greywater) near drinking water stations/ points? (Select one of the best applicable)

- a) No safe disposal arrangement/ system not functional/ drain in open)
- b) Disposed in functional soak pit
- c) Used in kitchen garden
- d) Connected to a drain/channel with safe disposal
- e) Treated for reuse

A 24. Does the school have a functional system for safe disposal of wastewater (greywater) near handwashing stations/points? (Select one of the best applicable)

- a) No safe disposal arrangement/ system not functional/ drain in open)
- b) Disposed in functional soak pit
- c) Used in kitchen garden
- d) Connected to a drain/channel with safe disposal
- e) Treated for reuse

A 25. Has the school won recognition (certificate of merit) at different level in SVP 2016-17, SVP 2017-18, SVP 2021-22 and SHVR 2025-26 under overall school category? If so, please specify the level of recognition (certificate of merit)

SVP 2016-17		SVP 2017-18		SVP 2021-22		SHVR 2025-26	
Level	Response (Yes/ No)	Level	Response (Yes/ No)	Level	Response (Yes/ No)	Level	Response (Yes/ No)
a. District		a. District		a. District		a. District	
b. State		b. State		b. State		b. State	
c. National		c. National		c. National		c. National	

A 26. Has the school developed and implemented a Swachhata Action Plan (SAP)?

- a) No
- b) Yes

A 27. Is the school aware of the requirements of the Standard Operating Procedures (SOPs) for Sustaining Water, Sanitation & Hygiene in schools ([https://schooledn.py.gov.in/ssarmsa/pdf/SOP for WASH - 14-10-2021.pdf](https://schooledn.py.gov.in/ssarmsa/pdf/SOP%20for%20WASH%20-%2014-10-2021.pdf))?

- a) No
- b) Yes

Section B: Assessment Categories

WATER



Girls using drinking water services, Kendriya Vidyalaya, KPA, Ramavarmapuram, Thrissur, Kerala

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

Key indicative norms and standards (water)

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

Source:

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

SURVEY

1. What is the main source of drinking water, available in the school campus?

(please select the source used by most students in case of multiple drinking water sources)

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

** The main drinking water source is of an "improved" type. An "improved" drinking water source is one that, by the nature of its construction, adequately protects the source from outside contamination, particularly faecal matter. "Improved" water sources in a school setting include piped, protected well/spring (including boreholes/tubewells, protected dug wells and protected springs), rainwater catchment, and packaged or delivered water. "Unimproved" sources include unprotected well/spring, and surface water (e.g. lake, river, stream, pond, canals, irrigation ditches) or any other source where water is not protected from the outside environment.*

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

2. Is adequate drinking water (at least 1.5 litre per child per day in non-residential & 5 litre per child per day in residential school) available from this water supply, all days throughout the year?

- a) Drinking water not available regularly throughout the year
- b) Drinking water available only during limited periods/seasons
- c) Drinking water generally available throughout the year with occasional shortages
- d) Adequate drinking water available throughout the year without interruption

3. How is drinking water stored and handled by most of the students?

- a) No storage system for storing drinking water
- b) Container /pitcher only
- c) Container/pitcher with lid and ladle/ tap
- d) Storage tank with water taps

(Note: Preferably, drinking water should be stored in covered containers and accessed only hygienically through taps or water dispensers.)

4. Is the drinking water treated regularly (safe drinking water availability) to make it safe for consumption?"

- a) No treatment
- b) Filtration/ Solar disinfection
- c) Boiling/ Adding chlorine/ Bleaching powder (Chlorination)/
- d) Advanced treatment unit (RO, UV, micro-filtration, etc.) / Treated water at source- No treatment required.

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

5. Is the quality of drinking water tested from the authorized lab (please upload the copy for the latest test report)?

- a) No testing
- b) Tested once in a year
- c) Tested twice or more in a year

(Note: Preferably, drinking water should be tested regularly (more than twice a year), and corrective action should be taken whenever needed.)

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

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

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

- a) No water supplies available
- b) Hand pump/ bucket/ tap near toilet unit / Drums/ cement tanks/ plastic containers with water inside the toilet unit
- c) Running water with taps inside each toilet unit

If (a) then question number 22 and 23 are not applicable to your school.

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

- a) No water supplies available
- b) Hand pump/ bucket, drums/ cement tanks/ plastic containers with water near hand washing area

- c) Running water with taps at all the hand washing points

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

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

- a) No
b) Yes

(Note: Select “Yes” only if the rainwater harvesting facility is functional and in(limited / regular) use; otherwise, select “No”.)

TOILETS



Girl-friendly toilet,
KIIT World School,
Gurugram, Haryana

- ❖ Availability of Separate Functional Toilets for boys and girls
- ❖ Availability of Separate Functional Urinals for boys and girls
- ❖ Functional Toilet Facilities for Children with Special Needs

SN	Provision	Non- residential school	Residential school
A	Toilet Block		
1	Toilet/ Squatting pan	• 1 unit for every 80 boys or part thereof • 1 unit for every 40 girls or part thereof	• 1 unit for every 20 boys or part thereof • 1 unit for every 20 girls or part thereof
2	Toilet for CWSN	• At least one toilet designed for children with special needs	• At least one toilet designed for children with special needs

SN	Provision	Non- residential school	Residential school
4	Safe Menstrual waste disposal (incinerator)	• Facilities (Incinerator) for safe disposal of used menstrual absorbents*.	
5	Cloth hanging hooks	• Hooks in each toilet (at least 2)	
6	Ventilation arrangement	• 1 opening in each toilet (450 mm x 450 mm) at appropriate height and location	
7	Secure Door	• 1 door with latch in each Water Closet (WC) as per School Sanitation and Hygiene Education (SSHE)	
8	Niche/ rack in wall (Girls' Toilet)	• 1 niche/ rack in each girl's toilet to keep the sanitary napkins (SSHE)	
B	Urinal Block		
1	Urinal	• 1 urinal per 20 boys (SSHE) • 1 urinal per 20 girls (SSHE)	
2	Self-cleaning system	• 1 flushing system in each urinal (SSHE)	
3	Ventilation arrangement	• 1 opening for ventilation in each urinal	

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

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

- There are no toilet units for both boys and girls
- If co-education, the same toilet unit is used by boys and girls
- The "all-boys school"/ "all-girls school" has toilet units
- If co-education, there is at least one toilet unit each for boys and girls

If (a) then question numbers 11, 13 to 18 are not applicable to your school. If (b) then question numbers 11 is not applicable to your school.

11. How many toilet seats in working condition does the school have for boys and girls?

(Note: functional toilet must meet the following criteria: (1) water is consistently available for use in toilet (2) there should be minimal or no foul odor, (3) the toilet seat is intact, without cracks and undamaged, (4) It should be kept clean and dry (5) The drainage system is functional without blockages (not choked), (6) It is easily accessible (including safe approach passage) to all users, and (7) the door is closable and in good condition. If any of these conditions are not met, the toilet should not be considered functional.)

- Boys
- Girls

12. How many urinals does the school have in working condition for boys and girls?

(Note: Functional urinal must have a smooth floor for cleaning, privacy screens/ divide between urinals for privacy, proper slope for safe drainage, no foul smell, a functional soak pit attached; if any of these conditions are not met, urinals should not be considered functional.)

- a) Boys.....
- b) Girls.....

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

- a) Toilets are not accessible to CWSN
- b) There is at least one separate toilet for CWSN with ramp and handrail.
- c) The school has at least one separate toilet for CWSN with ramp, handrail, and wide door for wheelchair entry and support structure inside toilet.

14. Are the toilet facilities suitable for children of various age groups available in the school?

- a) Yes
- b) No

15. Does the school have separate toilets for teachers/staff?

- a) No
- b) Yes

16. Do all the toilets in the school have secure door with latch?

- a) No functional toilets have doors/latches
- b) Some toilets have doors but latches are missing or not functional
- c) All toilets have doors, but only some have functional latches
- d) All functional toilets have proper doors with functional latches

(Note: Select option (d) only if all doors have secured latches)

17. Do all the toilets in the school have cloth hanging hooks, at appropriate height?

- a) No
- b) Yes

(Note: Preferably, each toilet should have two or more cloth hanging hooks installed at an appropriate height.)

18. Do all the toilets have proper ventilation?

- a) No
- b) Yes

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

- a) No
- b) Yes

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

- a) No specific measures
- b) Deep burial pit
- c) Disposed in an electric Incinerator

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

- a) No specific measure / sludge released in open/ septic tanks without cover or broken cover
- b) Leach pits with sturdy and solid cover (prevents contact with flies/accidental overspill)

**HANDWASHING
WITH SOAP**

Students practicing routine hand hygiene, facing each other in an innovative child-friendly group handwashing platform at Kendriya Vidyalaya, Lalitpur (Rural), Uttar Pradesh

**HANDWASHING
WITH SOAP**

Students practicing routine hand hygiene, facing each other in an innovative child-friendly group handwashing platform at Kendriya Vidyalaya, Lalitpur (Rural), Uttar Pradesh

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

Key indicative norms and standards (Handwashing with Soap):

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

Source: SSHE 2012

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

- a) No hand washing facility next to toilet
- b) Wash basin or hand washing point with water provision (other than running water) next to the toilet units
- c) Wash basin either inside or next to every toilet unit with running water

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

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

- a) No soaps are available
- b) Soaps are available on demand
- c) Soaps are available at all the hand washing points all the time

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

- a) No
- b) Yes, with water from hand pump/bucket
- c) Yes, with running water from taps

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

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

- a) No soaps are available
- b) Soaps are available on demand
- c) Soaps are available at all the hand-washing points at all the times

26. Do all children wash their hands with soap before PM POSHAN (earlier Mid-Day Meal) / Lunch?

- a) No
- b) Yes

(Note: Select “Yes” only if all or nearly all children wash their hands with soap before PM POSHAN/ lunch; otherwise, select “No”.)

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

- a) No
- b) Yes

(Note: Preferably, handwashing facilities should be provided at age-appropriate heights for younger (Foundational & Preparatory) and older (Middle & Secondary) children.)

OPERATION AND MAINTENANCE

Children With Special Needs (CWSN) friendly toilet, Girls, Amalorpavam Lourds Academy Pondicherry (Urban), Puducherry



- ❖ Safe Disposal of wet waste (biodegradable waste), dry waste (non-biodegradable waste) and Liquid Waste
- ❖ Cleaning and Maintenance of School Environment

28. Does the school provide sufficient dustbins in each classroom, kitchen area and at other common waste generating areas?

- a) No
- b) Yes

(Note: Select "Yes" only if dustbins are available in all or most key waste-generating areas and most of them are covered; otherwise, select "No".)

29. Does the school segregate waste at source (bio-degradable waste and non-biodegradable waste)?

- a) No
- b) Yes

(Note: Select "Yes" only if waste is segregated at source into biodegradable and non-biodegradable waste in all or most waste-generating areas; otherwise, select "No".)

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

- a) No specific measure
- b) Yes, waste is taken away for composting by external agency
- c) Yes, on school premises

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

- a) No specific measure / throw anywhere/ dumped at a place aside in campus/ nearby/ Burnt on school premises
- b) Buried on school premises
- c) Collection by municipality/Panchayat

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

- a) No
- b) Yes

33. Are the school premises free of water logging?

- a) No
- b) Yes

(Note: Select "Yes" if the school premises remain free of water logging at all times including rainfall. Select "No" if water logging occurs due to inadequate drainage, blocked drains, poor surface levelling, or any other reason.)

34. Are the school premises having nutrition garden/ kitchen garden/ herbal garden?

- a) No
- b) Yes

(Note: Select "Yes" only if the school has a reasonably sized, functional, and maintained nutrition/ kitchen/herbal garden. A few potted plants alone should not be considered a garden.)

35. Are the classrooms and teaching areas cleaned daily?

- a) No
- b) Yes

36. What is the frequency of cleaning toilets?

- a) No specific schedule
- b) Once a week
- c) Twice in a week
- d) Daily

37. Are toilets cleaned with appropriate cleaning material?

- a) Cleaned only with water
- b) Cleaned at least once in a week with soaping agent and disinfectant
- c) Cleaned at least twice in a week with soaping agent and disinfectant
- d) Cleaned daily with soaping agent and disinfectant

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

- a) No one in particular
- b) Team of teachers, staff and child cabinet members/ student led committee

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

- a) No
- b) Yes

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

- a) No
- b) Yes

BEHAVIOUR CHANGE AND CAPACITY BUILDING

Hygiene message in
school premises, G. G. S. S.
School, Gangapur, Bhilwara,
Rajasthan



- ❖ Hygiene Practices by students and cooks of PM POSHAN (earlier Mid-Day Meal)
- ❖ Hygiene Education in School

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

- a) No
- b) Yes

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

- a) No
- b) Yes

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

- a) No one in particular
- b) Teacher/ staff member
- c) Dedicated team of teachers'/staff members and child cabinet members

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

- a) No
- b) Yes- Monthly

- c) Yes- Fortnightly
- d) Yes- Weekly

(The school conducts sessions on safe hygiene and sanitation, including hand-washing awareness, on a monthly, fortnightly and weekly basis during morning assemblies, school child cabinet/ eco clubs, or at other regular student gatherings occasions)

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

- a) No
- b) Yes, only with girls
- c) Yes, with both girls and boys

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

- a) No
- b) Yes- Yearly basis
- c) Yes- Six monthly basis
- d) Yes- Quarterly basis

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

- a) No
- b) Yes

48. Does the school organize guest talks, expert talks, workshops, seminars, or sessions on water, sanitation, and hygiene?

- a) No
- b) Yes- Yearly basis
- c) Yes- Six monthly basis
- d) Yes- Quarterly basis

49. Whether school have any mechanism to monitor cleanliness (like cleanliness monitoring checklist) water, sanitation and hygiene (personal hygiene)?

- c) No
- d) Yes

MISSION LIFE ACTIVITIES

Student-friendly clean
and green school, Kasturba
Gandhi Balika Vidyalaya
(KGBV) Sonahatu, Ranchi,
Jharkhand



- ❖ Form and strengthen eco/youth/green clubs or child cabinet for promoting eco-friendly green and clean skills behaviours
- ❖ School integrates environment, hygiene, and climate change education, engaging students in local environmental issues and recognizing traditional conservation practices.
- ❖ Forms and strengthens Eco/Youth/Green clubs and child cabinets, promoting the “5 R’s,” eliminating single-use plastics, and participating in environmental activities.
- ❖ Promotes energy-saving measures, including installing solar panels and LED lights.
- ❖ Conducts water audits and installs water-efficient fixtures to promote water conservation.

50. Whether school has an active and functional eco club/youth/green club or equivalent with its active role in environment conservation activities including generating awareness, sensitization on environment conservation and adoption of Mission LiFE climate actions?

- a) No such group exists (/not functional)
- b) Yes, has functional and active Eco club / Youth/ Green club (or equivalent)
- c) Yes, has a functional student led group as eco club with their active role in Mission LiFE related climate actions and environmental conservation activities

(If (a) then question 50.1 is not applicable to your school. Go to question number 51)

50.1 Whether school has evidence of Mission LiFE activities undertaken in the prescribed format in reference to the previous question (if answer is b/c/d, please upload photo in the photo section)

- a) No
- b) Whether notification in token of constitution of Eco club for Mission LiFE uploaded on the Eco club for Mission LiFE portal
- c) Whether notification in token of constitution of Eco club for Mission LiFE uploaded on the Eco club for Mission LiFE portal and evidence of at least 1 Mission LiFE activity undertaken by the school
- d) Whether notification in token of constitution of Eco club for Mission LiFE uploaded on the Eco club for Mission LiFE portal and evidence of at least 2 Mission LiFE activities undertaken by the school

51. Whether school encourage the practice of the “5 R’s” (Refuse, Reduce, Reuse, Repurpose, Recycle) in schools with real-life examples in the context of paper, water, cutlery etc?

- a) No
- b) Yes

(The "5 R's" in schools for waste management stand for Refuse, Reduce, Reuse, Repurpose, and Recycle. These steps help cut down waste by saying no to unnecessary items, using less, reusing things, finding new uses for old items, and utilize possibilities of recycling as far as feasible)

52. Whether the school conducted water audit last year?

- a) No
- b) Yes

(Water audit facilitate school to save water by reviewing how much is needed and used, finding leaks, and suggesting ways to reduce usage and waste, including measures like fixing fixtures to improve efficiency.)

53. Whether school has engaged students to study and learn traditions/practices related to protection of the environment?

- a) No
- b) Yes

(Studying and learning traditions, practices related to environmental protection involves making children learn and be aware about the ancient methods including water harvesting, sacred groves, other key practices and involving them in understanding and participating in local practices at home and in their communities for environment conservation)

54. Whether schools have installed LED (Light Emitting Diode) lights across different areas?

a) No

b) Yes

(Note: Preferably, LED lights should be installed across all commonly used areas of the school, including classrooms, corridors, offices, and toilets.)

55. Whether school has installed functional solar panel to use renewable energy source?

a) No

b) Yes

(Note: Solar energy systems include rooftop solar panels or other solar energy systems that are functional and actively used by the school.)

56. Has the school issued appropriate instructions for "Switching off appliances from plug points when not in use" and implemented key energy conservation practices?

a) No

b) Yes

(Note: Preferably, the school should issue and promote instructions for switching off appliances, unplugging devices, and following energy conservation practices among students and staff.)

57. Does the school integrate safe environment, hygiene, and climate change education, learning, and skills into the teaching-learning process using age-appropriate methods, including sensitization, hands-on activities, projects, and experiential learning for all students and levels?

a) No

b) Yes

(Note: Select "Yes" only if safe environment, hygiene, and climate change education are regularly integrated across all classes through age-appropriate teaching-learning methods (e.g., sensitization, projects, hands-on and experiential learning); otherwise, select "No".)

58. Has the school organized at least one "Ek Ped Maa Ke Naam" plantation drive in last one year in school or neighbourhoods?

a) No

b) Yes

59. Has the school issued appropriate instructions and implemented measures to ensure the campus is free from single-use plastics?

a) No

b) Yes

60. Does the school use water-efficient fixtures and mechanism, such as aerators in taps or low water-consuming flush systems to ensure water conservation?

a) No

b) Yes

PHOTOS

- a) Front view of the school and premises
- b) Photo of main water point
- c) Rain Water harvesting/ storage
- d) School yard, showing overall cleanliness of the school premises
- e) Separate functional toilets for boys and girls (2 photos)
- f) Functional toilets for CWSN
- g) Waste disposal arrangement/ mechanism
- h) Nutrition garden/Kitchen garden/ herbal garden in the school
- i) Incinerator or burial system for disposal of sanitary waste
- j) Facilities for handwashing with soap after use of toilets and before PM POSHAN (earlier Mid-Day Meal)/ lunch (1 photo each)
- k) Water quality testing report
- l) Teacher training certificate/ document
- m) Photo of functional solar panel system
- n) Photo evidence as of uploaded filled notification in token of constitution of Eco club for Mission LiFE at "Eco club for Mission LiFE portal (1 photo)
- o) Evidence in form of screenshot of concerned pages of Eco club for Mission LiFE portal displaying at 2 separate Mission LiFE activities undertaken by the school (2 photos)

ANNEXURE 2

LIST OF INDICATORS

S.No.	Categories	Indicators
I	Water	Access to Safe, Adequate and Reliable Drinking Water
		Availability of Water for Use in Toilet & handwashing
II	Toilets	Availability of Separate Functional Toilets for boys and girls
		Availability of Separate Functional Urinals for boys and girls
		Functional Toilet Facilities for Children with Special Needs, Teachers and Staff
III	Handwashing with Soap	Functional Handwashing Facilities for Use After Toilet
		Functional Handwashing Facilities for Use Before Meals
IV	Operation and Maintenance	Safe Disposal of wet waste (biodegradable waste), dry waste (non-biodegradable waste) and Liquid Waste
		Cleaning and Maintenance of School Environment
V	Behaviour Change and Capacity Building	Hygiene Education in School
		Hygiene Practices by students and cooks of PM POSHAN (earlier Mid-Day Meal) / lunch
VI	Mission LiFE activities	Integrates environment, hygiene, and climate change education, engaging students in local environmental issues and recognizing traditional conservation practices.
		Eco/Youth/Green clubs and child cabinets, promoting the "5 R's," eliminating single-use plastics, and participating in environmental activities.
		Energy-saving measures, including installing solar panels and LED lights.
		Water conservation measures such as water audits and installation of water-efficient fixtures



ANNEXURE 3

SCORING CRITERIA

Assessment Categories	Maximum Score
Water (Q.1-9)	22
Toilet (Q. 10-21)	27
Handwashing with Soap (Q. 22-27)	14
Operation and Maintenance (Q. 28- 40)	21
Behaviour Change and Capacity Building (Q. 41-49)	20
Mission LiFE activities (Q. 50-60)	21
Total	125
Category of Schools	Maximum Score
Co-ed, UP, HS, Sec.	125
Co-ed, PS (Q. 19, 20, 45 are not relevant)	120
All boys' schools (Q. 11b, 12b, 19, 20, 45 are not relevant)	115
All girls' schools, PS (Q. 11a, 12a, 19, 20, 45 are not relevant)	115
All girls, UP, HS, Sec. (Q. 11a, 12a, 45c are not relevant)	119

ANNEXURE 4

EVALUATION PROCEDURE (AT DISTRICT LEVEL AND STATE LEVEL)

4.1 Eligibility criteria for district level recognition (certificate of merit):

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

Location	District Level recognition (certificate of merit)
	Overall Score Based
Rural	6 (3 Category-I + 3 Category-II)
Urban	2 (1 Category-I + 1 Category-II)
Total	8
Eligibility criteria for district level recognition (certificate of merit)	Schools with Three Star and above rating and at least 51% score in individual sub – category as well
Process ↓	* Physical verification of the eligible school by the District Level Committee (or their appointees) shall be undertaken for all the 3 STAR and above rating schools)
1. District Level Committee - extract the list of all eligible schools from among those who have applied ↓	3 star & above rating schools as per self-assessment of school (for each category – rural category I, urban category-I, , rural category-II and urban category II)
2. Committee will assign eligible schools to evaluators for fair verification of school along with orientation about process (with a timeline) ↓	✓

Location	District Level recognition (certificate of merit)
	Overall Score Based
3. Assigned evaluator conduct physical verification (against self- assessment score) of the assigned schools & update the score for each question & school ↓	✓
4. System shall recalculate the scoring and star rating as per the verification (this may result in higher, lower or no change in star rating). ↓	✓
5. District Level Committee shall select & approve the school with highest score as per final score for the recognition (certificate of merit) considering evaluation criteria and category. ↓	✓
6a. For the district level	6 Rural (3 category-I + 3 category-II) 2 Urban (1 category-I + 1 category-II)
6b. Out of (6a.)- district shall finalize maximum of 8 eligible schools for nomination for State level recognition (certificate of merit), (conforming to the criteria for selection i.e. 4 STAR and above) & school's score and rating will be forwarded to State/UT level	6 Rural (3 category-I + 3 category-II) 2 Urban (1 category-I + 1 category-II)

***Remark:**

1. All the eligible schools are required to be verified / cross validated.
2. In case the number of schools in 5 star category are very high, the District committee can choose not to evaluate 3 and 4 star schools
3. Some districts may require verification of a large number of schools in a limited time period. For this, district may engage competent Government agency/ training or academic institutes or reputed NGOs while ensuring adherence to the SHVR recognition processes.
4. There shall be a closing date for finalization of the district level school selection for recognition (certificate of merit) and sending nominations for the State/ UT level

4.2 State/UT Level recognition (certificate of merit):

All schools having 4 star and above rating, amongst those who received the district level recognition (certificate of merit) shall be eligible for the selection at State/ UT level. Thus, State/ UT will receive a total of maximum 8 schools eligible list per district for the State/ UT level recognition (certificate of merit) as per the following:

A State/UT having 'N' districts will have a maximum of $8 \times N$ schools in total (where N is number of districts) to be assessed for State/ UT level recognition (certificate of merit) in different categories, as per procedure given below:

Location	State/ UT Level recognition (certificate of merit)
	Overall score based
Rural	14 (7 category-I + 7 category-II)
Urban	6 (3 category-I + 3 category-II)
Total State/ UT level recognition (certificate of merit)	20
Criteria (eligibility for State level recognition (certificate of merit))	Schools with 4-star and above rating to be finalized (certificate of merit) for overall category
Process ↓	**Verification of the eligible school by the State/ UT Level Committee (or their appointees) shall be undertaken for all 4 STAR and above rating schools amongst those approved for district level recognition (certificate of merit)
1. State/UT Level Committee - Extract the list of all eligible school recommended for State level selection ↓	School with 4-star and above rating to be finalized for State level recognition (certificate of merit) in overall score for each category – rural, category I, urban category-I, rural category-II and urban category II
2. Committee will assign eligible schools to evaluators for fair verification of school along with orientation about process (with a timeline) ↓	✓

Location	State/ UT Level recognition (certificate of merit)
	Overall score based
3. Assigned evaluator conduct physical verification (against self- assessment score) of the assigned schools & update the score for each question & school ↓	✓
4. System shall recalculate the scoring and star rating as per the assessment (this may result in higher, lower or no change in star rating). ↓	✓
5. State/UT Level Committee shall select & approve the school with highest score as per final score obtained in verification, for the recognition (certificate of merit) considering the score, evaluation criteria and category. ↓	✓
6. State/UT will approve schools as per the following-	
6a. For the State level recognition (certificate of merit)	20 schools with four star rating and above (7 rural category I, 3 urban category I, 7 rural category II and 3 urban category II)
6b. Out of (6a.)- State/UT shall finalize maximum of 20 eligible schools for nomination for National level recognition (certificate of merit) (confirming to the criteria for the National level, i.e. 5 STAR) & schools' score will be forwarded to national level	20 schools with five star rating, (7 rural- category I, 3 urban category-I, 7 rural category-II and 3 urban category II)

****Remark:**

1. All the eligible schools are required to be verified/ cross validated.
2. In case the number of schools in 5-star category are very high then the State committee can choose not to evaluate 4-star schools.
3. Some States may have a need for verification of a high number of schools in a limited time period; for this purpose, State may engage competent Government agency/ training or academic institutes or reputed NGOs. while ensuring adherence to the SHVR processes.
4. There shall be a closing date for finalization of the State/UT level recognition (certificate of merit) and sending nominations for the national level.



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