



BIHAR SWACHH VIDYALAYA PURASKAR

An operational guideline for
WASH in schools benchmarking system

NOVEMBER 2022



**BIHAR EDUCATION
PROJECT COUNCIL (BEPC)**



भारत
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की ओर



बिहार शिक्षा परियोजना

आदर्श मध्य विद्यालय

प्रखंड-कसबा, पूर्णियाँ

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Abbreviations

AE	Assistant Engineer
BCC	Behaviour Change Communication
BEPC	Bihar Education Project Council
BRP	Block Resource Person
BSVP	Bihar Swachh Vidyalaya Puraskar
CBO	Community Based Organization
CRC	Convention on the Rights of the Child
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
CWSN	Children With Special Needs
GoI	Government of India
IEC	Information Education Communication
LPCD	Litres Per Capita Per Day
MoHRD	Ministry of Human Resource Development
NGO	Non-Governmental Organization
O&M	Operation And Maintenance
PHED	Public Health Engineering Department
PRD	Panchayati Raj Department
RTE	Right To Education
SAP	Swachhata Action Plan
SBM	Swachh Bharat Mission
SBSV	Swachh Bharat Swachh Vidyalaya
SSHE	School Sanitation and Hygiene Education
SHSB	State Health Society Bihar
SMC	School Management Committee
SSA	Samagra Shiksha Abhiyan
SVP	Swachh Vidyalaya Puraskar
U-DISE	Unified District Information System for Education
VSS	Vidyalaya Shiksha Samiti
WASH	Water, Sanitation and Hygiene
WinS	WASH in Schools



1

Introduction to WASH in schools

The Samagra Shiksha Abhiyan (SSA) emphasizes that education is the most important tool for social, economic, and political transformation and a key instrument for building an equitable society. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Quality is the cornerstone of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Achieving quality education requires adopting a holistic approach and process which cannot be achieved in isolation. Quality in education would be a manifestation of many factors including the presence of an enabling learning environment,

child participation and quality of content. Water sanitation and hygiene (WASH) plays a vital role to create the enabling environment in the school. WASH in schools plays a significant role in determining the health of children, attendance, dropout rate and learning outcomes. The provision of water, sanitation and hygiene facilities in school secures a healthy school environment and protects children from illness (including COVID-19) and exclusion. It is a first step towards a healthy physical learning environment, benefiting both learning and health. Children who are healthy and well-nourished can fully participate in schools and get the most from the education being imparted. The COVID-19

pandemic re-emphasized the significance of handwashing with soap and personal hygiene for prevention of diseases. It is important that the schools have adequate water supply, functional gender segregated toilets, handwashing facilities, environmental cleaning, solid and liquid waste management, physical distancing measures etc. in the context of COVID-19. These protocols need to be institutionalized in the school administration as a daily routine to address any such emergencies in

the future. Provision of drinking water and toilet facilities in schools in Bihar has steadily increased over the last few years, however, considering the importance of WASH in schools and the COVID pandemic, it is essential to critically assess their adequacy, quality, and appropriateness for children of different ages as well as the capacities of stakeholders to ensure the effective and sustained operation, maintenance and use of school WASH facilities.





2

Swachh Bharat Swachh Vidyalaya - A National mission

In 2014, the Ministry of Human Resource Development (now, Ministry of Education) Government of India launched the Swachh Bharat Swachh Vidyalaya (Clean India: Clean schools) campaign. A key feature of this campaign is to ensure that every school in India has a set of functioning and well-maintained water, sanitation, and hygiene (WASH) facilities. WASH in schools refers to a combination of technical and human development components that are necessary to produce a healthy school environment and to develop or support appropriate health and hygiene behaviours. The technical components for WASH in schools include drinking water, toilet, handwashing, and soap facilities for use by children and teachers.

School WASH depends on a process of capacity enhancement of teachers, community members, SMCs, non-governmental organizations (NGOs), community-based organizations (CBOs) and education administrators. WASH in schools (WinS) aims to make a visible impact on the health and hygiene of children through improvement in their health and hygiene practices, and those of their families and the communities. It also aims to improve the curriculum and teaching methods while promoting hygiene practices and community ownership of water and sanitation facilities within schools. It improves children's health, school enrolment, attendance, and retention, and paves the way for a new generation of healthy children.

The International Convention on the Rights of the Child (CRC) and the Sustainable Development Goals (Goal 4 and 6) seek appropriate measures and role of governments, CSOs, and key stakeholders for improved WASH in schools. It is the role of policy makers, government representatives, and citizens to make sure that every child attend school and has access to safe drinking water, proper sanitation, and hygiene facilities. This is every child's right.

Children as change ambassadors: 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. *(Source: Swachh Bharat Swachh Vidyalaya Handbook).*





3

The benefits of water sanitation and hygiene for school children

The provision of water, sanitation and hygiene facilities in school secures a healthy school environment and protects children from illness and exclusion. Children who are healthy and well-nourished can fully participate in school and get the most from the education. Hygiene education in schools help promote those practices that would prevent water and sanitation related diseases as well as encourage healthy behaviour in future generations of adults.

Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are not private, not safe or simply not

available. When schools have appropriate, gender-separated facilities, an obstacle to attendance is removed. Gender norms and physiology make privacy more important for girls than boys, and biological realities mean that girls need adequate sanitary facilities at school to manage menstruation. Basic facilities that provide for good hygiene and privacy, along with sensitive health promotion assist girls to stay in school and complete their education.

Hygiene in school also supports school nutrition. The simple act of washing hands with soap before eating the school mid-day meal assists to break disease transmission routes. Children

get the nutritional benefits intended, rather than ingesting bacteria, germs and viruses. School is therefore an ideal setting for teaching good hygiene behaviours that children can also carry home.

Having safe water, toilet and hygiene facilities in schools promotes equity. All children are equal in their right to access to safe drinking water, sanitation and hygiene facilities. By providing

gender-segregated toilets, students are assured of privacy and dignity, a particularly important factor for girls' school attendance. By providing inclusive and accessible facilities, children with special needs can attend school and further contribute to the development of their society.

Having a clean school fosters a child's pride in his or her school and community. It enables every child to become an agent of change for improving



water, sanitation, and hygiene practices in their families and within their community. School water and sanitation members create rotating lists of responsibilities, sharing sanitation and water-related chores among both boys and girls. This also fosters pride and ownership, and it counteracts the belief that these tasks are only for women and girls or particular social groups. Children with disabilities are also vulnerable to dropping out of school. Accessible school facilities are a key to school attendance for

children with disabilities. An effective water, sanitation and hygiene programmes seeks to remove barriers by promoting inclusive design – user-friendly, child-friendly facilities that benefit all users, including adolescent girls, small children and children who are sick or disabled. To make sure facilities are accessible, it is essential to involve children with disabilities in the design process. The cost of making inclusive facilities is minimal compared to the costs of exclusion.





4

Swachh Vidyalaya Puraskar – A National WASH in schools award guideline

The Swachh Vidyalaya Puraskar (SVP) was instituted in 2016 - 17 by the Ministry of Human Resource Development (now Ministry of Education), Government of India, to recognize, inspire and celebrate excellence in sanitation and hygiene practices in schools. The explicit purpose of the award is to honor schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign. After successful implementation of the award guideline for two consecutive years i.e., 2016-17 and 2017-18, the Swachh Vidyalaya

Puraskar guideline has been slightly modified and relaunched in the year 2022 considering COVID-19 situation.

The revised guideline has six thematic areas based on the essential elements of Swachh Bharat Swachh Vidyalaya Mission and COVID-19 pandemic situation. The key thematic areas are 1) water, 2) toilets, 3) handwashing with soap, 4) operation and maintenance (O&M), 5) behaviour change and capacity building and 6) COVID-19 (preparedness and response). A total

of 59 indicators have been developed across these six thematic areas to assess the status of water sanitation and hygiene services with a weightage of 110 marks. Schools are given 1-5 star-rating

based on the weightage obtained during the assessment. Government, government-aided, and private schools are eligible to participate in the award.





5

Bihar Swachh Vidyalaya Puraskar – A State specific initiative for strengthening WASH in schools

The provision of drinking water and toilet facilities in schools of Bihar has steadily increased over the last few years. However, much more needs to be done to meet basic quality and adequacy norms and to improve equitable access. Above all, water and sanitation facilities to be used every day and for this to happen these facilities must be functional – and this includes the provision and maintenance of handwashing with soap facilities. The Swachh Bharat Swachh Vidyalaya campaign and Swachh Vidyalaya Puraskar guidelines issued by the Government of India have paved the way for moving towards making schools fully WASH compliant.

Especially, the Swachh Vidyalaya Puraskar award guideline created a momentum in the country including Bihar with a competitive spirit and created a positive environment to promote WASH in schools. However, nominations during the last two announcement years in Bihar was nominal and none of the schools got selected for national award from Bihar in the last two cycles i.e., 2016-17 and 2017-18. There were several reasons for minimal participation in the national SVP, including lack of awareness, limited capacities of the teachers, network issues, lack of priority among teachers on the WASH related issues. Moreover, Government

of India did not take up the nomination process during 2019 - 2021 diluted the momentum that has been created during the initial phase of the campaign. Meanwhile, COVID-19 pandemic has reemphasized the need for and importance of WASH services for infection and prevention and control.

In this context, Bihar Education Project Council has realized the need of state specific WASH in schools benchmarking system and award guideline customized to the context of Bihar to make it a regular process towards strengthening WASH services in schools. Therefore, a state specific WASH in schools benchmarking system under the name of “Bihar Swachh Vidyalaya Puraskar” has been developed in consultation with various stakeholders across the State with the support from UNICEF. The state specific system can allow the state authorities to modify or customize the guideline as and when require and create a robust monitoring mechanism to improve the status of WASH in schools. The periodic data of the status of WASH in schools would also support the planning and resource mobilization for the state authorities. The state specific benchmarking system is very much aligned with the national SVP to be able to participate in both the programs. Moreover, this will help the school administration to improve WASH infrastructure and sustain it. It enhances the political and administrative will on WASH in schools. The initiative was formally launched by the Hon’ble Minister for Education on 30 September 2021 in the presence of all the higher officials from Education Department, Deputy

Representative and other officials from UNICEF along with media representatives.

The Bihar Swachh Vidyalaya Puraskar was rolled out for the year 2021-22 successfully with an overall participation of 66125 schools out of 77983 eligible schools. The implementation cycle concluded on 5 May 2022 by felicitating 26 schools which have shown exemplary performance in the Bihar Swachh Vidyalaya Puraskar 2021 by the Hon’ble Minister for Education, Government of Bihar. The event witnessed by state officials from Education Department and BEPC along with all the DEOs, DPOs and AEs of the state and representatives from UNICEF. The top three schools have been felicitated with a cash prize of Rs. 50,000 and rest of the 23 schools have been felicitated with a cash prize of Rs. 25,000 along with a certificate of appreciation and memento. A personal incentive of Rs. 10000 for the HMs of the top three schools have been provided.

The journey of Bihar Swachh Vidyalaya Puraskar 2021-22 has given lot of insights on implementation of the award guideline. It has revealed that, necessary review and modifications required based on the findings and inputs from the field. Therefore, a half day consultation has been organized with all the DEOs, DPOs, AEs and select teachers on the day of award distribution ceremony to review and recommend the modification in the existing guideline. Accordingly, the guideline has been revisited and modified to make it more robust envisaging future implementation. The key components of BSVP are as follows:



5.1 Objectives

1. To assess the status of water sanitation and hygiene services in schools.
2. To catalyze competition among schools and to facilitate recognition of the best schools.
3. To recognize evidence based best practices, encourage teachers and children to act as WASH ambassadors.
4. To promote cleanliness & hygiene practices in schools for overall development of children.
5. To support schools in making them WASH compliant.

5.2 Themes of BSVP

Seven thematic areas have been identified to assess the status of WASH services in schools. Each thematic area has a set of indicators to assess the status of WASH. Details of the thematic areas, indicators and marks are mentioned in the table below:

Table 1: Thematic area-wise indicators and marks

S.No.	Themes	No. of indicators	Total marks
1.	Water supply	10	20
2.	Toilets and urinals	10	20
3.	Handwashing with soap	5	10
4.	Operation and maintenance (O&M)	10	20
5.	Capacity-building	5	10
6.	Behaviour change communication	5	10
7.	Community engagement and resource mobilization	5	10
	Total	50	100



5.3 Registration process

Every school will be required to do self-evaluation based on the thematic areas and indicators mentioned in table 1. (Please refer 5.10 for details of the indicators), as soon as the registration process is initiated by the department of education.

1. Schools need to register with their U-DISE code and create a password. The registration of school will be considered complete ONLY when the primary information (Part-A) is fully completed by the school. The online registration would be done through mobile application or web portal (www.biharsvp.com). The mobile application can be downloaded from Google Play Store and the Apple App store.
2. Schools are expected to provide accurate information as required in the format. The information in the format corresponds to the requirements of Bihar Swachh Vidyalaya Puraskar Guideline. Any

misinformation or an attempt to manipulate the information may lead to disqualification of schools from the award system at any stage.

3. Each indicator is followed by three options. These options cannot be changed or replaced with any other options. A total of 50 indicators are available, categorized under 1) water supply, 2) toilets and urinals, 3) handwashing with soap, 4) operations and maintenance, 5) capacity building, 6) behaviour change communication, and 7) community engagement and resource mobilization.
4. Maximum marks assigned for each thematic area and the performance of the school against each category will be scored as per the pattern given in Table 1.
5. The schools would be given a star rating as described in Table 2 based on the marks obtained in the self-evaluation.

Table 2: Marks-wise star rating

S.No.	Marks	Star rating	Remarks
1.	91 - 100	*****	Excellent
2.	76 - 90	****	Very Good
3.	61 - 75	***	Good
4.	41 - 60	**	Satisfactory
5.	0 – 40	*	Poor

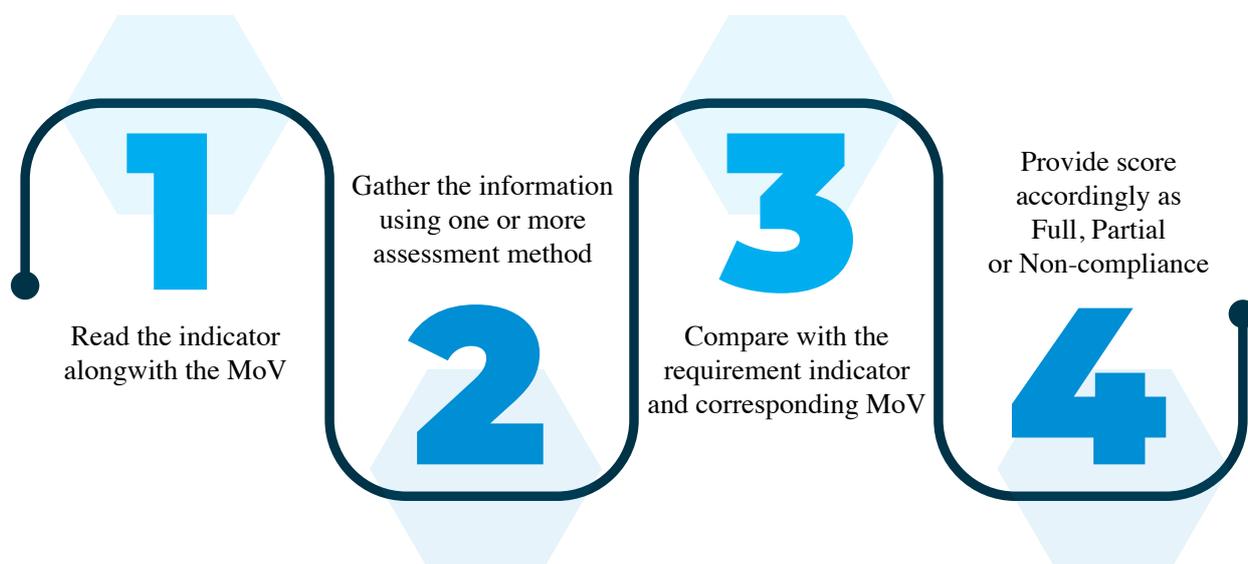
5.4 Assessment method

Assessment methods are given in adjacent column to indicator (*refer 5.10 for details*) and will assist the assessors especially during physical verification at district and state-level as to how to gather the information required for the specific indicator. There are four assessment methods, and each method is accompanied by means of verifications (MoV)

- **Observations (OB):** Information can be gathered through direct observation. e.g., level of cleanliness, display of IEC material, functionality of toilets, presence of drinking water points, etc.
- **Record review (RR):** Information can be extracted from the records available in the school. e.g., water quality testing reports, Swachhata Action Plan (SAP), minutes of SMC meeting, bal sansad (child cabinet) meeting, meena manch meeting, etc.
- **Teacher interview (TI)/HM's Opinion (HO):** Information can be gathered

by interacting with the teachers to understand the current practices and competency, such as toilet cleaning mechanism, availability of adequate water throughout the year, etc.

- **Student interview (SI):** Some information may be gathered by interacting with the students, such as the role of the bal sansad and meena manch in schools, awareness regarding the steps in handwashing, etc.
- **Means of verification (MoV):** Each indicator is accompanied by the means of verification given in next column to assessment method. This provides specific guidance to the assessor as to what to look for while taking a decision on the extent of compliance. Means of verification provides specific clues for the assessment, observations to be made, questions to be asked in staff interviews, list of records, norms for specific requirements, etc.



5.5 Marks method

Marks: Each indicator is given three options – a, b and c. The marks given per indicator ranges from 0 to 2. Option “a” carries 0 marks, option “b” carries 1 mark and option “c” carries 2 marks.

Following general principles may be followed while giving the marks for each indicator.

- **Full compliance:** If the information gathered gives the impression that all the requirements of the indicator and the means of verifications are being met, full compliance (2 marks) should be provided for that indicator.
- **Partial compliance:** For providing partial compliance at least 50% or more requirements should be met. For partial compliance a score of 1 mark is given.
- **Non-compliance:** Non-compliance is assigned when a school fails to meet at least 50 percent of the requirements given in an indicator and its corresponding means of verification. In this case, 0 marks are given.



5.6 Category of awards

There are four categories of awards for the eligible schools. Those are 1) district-level award, 2) state-level award, 3) sustainability award, and 4) special category award. The category wise eligible criteria and selection process is as follows:

5.6.1 District-level awards: (open to all the four and five star rated schools)

1. A district-level award committee will be constituted under the chairpersonship of the District Magistrate (or her/his appointee) comprising the members as District Education Officer, District Program Officer - SSA, Assistant Engineer - SSA, Executive Engineer PHED / PRD, at least two eminent teachers and a representative from a CSO/NGO and one member of any school management committee (chairman/secretary), as nominated by the District Education Officer.
2. The district-level award committee will ensure the physical verification of all the 4 and 5 star rated schools as reported through the self-evaluation process.
3. As soon as the self-evaluation process is completed by the schools, the physical verification of all 4 and 5 star rating schools will begin by the district level external evaluators. (*please refer 5.7. for external evaluator details*).
4. A total of 30 best performing schools having secured 4 and above star rating after the physical verification by the external evaluators will be selected (preferably 10 primary schools, 10 middle schools and 10 secondary/higher secondary schools) for the district-level award.
5. In addition to the above 30 schools, 3 best performing schools rated 5-star after physical verification by the external evaluators will be selected for a special award at the district-level under the category of “community engagement and resource mobilization”.
6. The schools once awarded with the state BSVP are not eligible for the state-level award in the forthcoming years. However, these schools are eligible for sustainability award (*please refer 5.6.3. for more details on sustainability awards*) at the district-level only based on the performance in the ongoing BSVP assessment process. The district-level award committee will review the final list in view of the above condition and select the schools accordingly for district-level award as well as nominate the schools for state-level award.
7. The district-level award committee will nominate 3 best performing schools rated as 5-star for state-level award (preferably one from each category i.e. primary, middle and secondary/higher secondary schools).
8. In addition to the above, the district committee will also nominate one best performing school rated as 5 star for the state-level special award under the category “community engagement and resource mobilization”.

9. The district-level award committee will also select the schools for sustainability award which is proposed to be given for the schools achieved BSVP in previous years. *(Please refer 5.6.3. below for sustainability awards details).*
10. The district-level award committee will felicitate the schools eligible for the district-level award as per the criteria and directions from the state education department as and when received for that particular year.

5.6.2 State-level awards: (open to all the five-star rated schools)

1. A state-level award committee will be constituted under the chairpersonship of the Secretary Education (or her/his appointee) comprising the members as the State Project Director – BEPC, Executive Director – SHSB, Engineer-in-Chief – PHED, Director – Panchayati Raj, Mission Director – LSBA and Representatives from UNICEF.
2. As soon as the nomination by the district committee for state-level award is completed, the physical verification of those schools (maximum of 152 Schools. {114 in overall category and 38 in special category}) will begin by the State level external evaluators. *(Please refer 5.7. for external evaluators details).*
3. A maximum of 30 best performing schools (preferably 10 primary, 10 middle and 10 secondary/higher secondary schools) having secured 5-star rating even after the external assessment will be awarded at the state-level.
4. Additionally, 3 best performing schools rated as 5-star by the external evaluators will be selected for special award under the category of “community engagement and resource mobilization”.
5. State-level award committee will felicitate the best performing schools at the state-level preferably on 22 March of every year or as decided by the committee and the competent authority.



5.6.3 Sustainability award at district level

1. To encourage and motivate the schools to sustain and further improve the status of WASH, a “Sustainability award” has been introduced for those schools which have already secured the Bihar Swachh Vidyalaya Puraskar in the previous years.
2. All the schools which were awarded with BSVP in the previous years are eligible for the “Sustainability award” during the current year of assessment provided the schools retain and or improve the status of WASH compared to the previous year’s performance in the current BSVP assessment process.
3. Therefore, schools once awarded with BSVP are only eligible for Sustainability award in the subsequent years.
4. The district-level award committee will review the status of the schools under the category of Sustainability award separately and propose the award as per the conditions mentioned above.
5. The Sustainability award will also be presented to the selected schools during the district-level felicitation event organized for BSVP awards of the current year.
6. The modalities of the Sustainability award will be as per the criteria and directions from the State education department as and when received for that particular year.



Table 3: Summary of awards at district and state-level

Levels	Schools eligible for physical verification	Awards to be distributed	Schools to be nominated for state-level awards
District	All schools having secured 4 and 5 star rating in self-evaluation process	<ul style="list-style-type: none"> • Maximum 30 schools with 4- & 5-star rating after physical verification (Preferably 10 primary, 10 middle, 10 secondary/higher secondary) for the award in overall category. • Maximum 3 schools with 5-star rating after physical verification in “community engagement and resource mobilization” category irrespective of type of schools. 	<ul style="list-style-type: none"> • Maximum 3 schools with 5-star rating after physical verification (Preferably 1 primary, 1 middle, 1 secondary/higher secondary) • Maximum 1 school with 5-star rating after physical verification in “community engagement and resource mobilization” category irrespective of type of schools.
Sub-total per district		Maximum 33 schools	Maximum 4 schools
State	Schools nominated by the District Education Authorities (A maximum of 114 Schools in overall category and 38 schools in special award category “community engagement and resource mobilization”)	<ul style="list-style-type: none"> • Maximum 30 best performing schools with 5-star rating after physical verification at state-level (Preferably 10 primary, 10 middle, 10 secondary/higher secondary) • Maximum 3 best performing schools with 5-star rating after physical verification at state-level in “community engagement and resource mobilization” category irrespective of type of schools. 	<ul style="list-style-type: none"> • Not applicable
Sub-total		Maximum 33 schools	Not applicable



5.7 Physical verification of schools by external evaluators

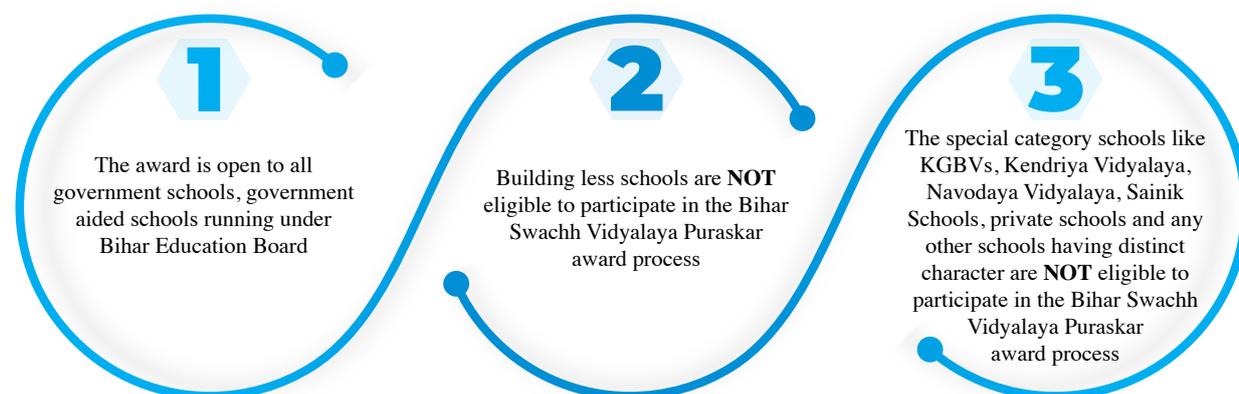
1. Once the self-evaluation of the schools are completed, the physical verification of the schools will begin by district-level external evaluators to select the schools for district-level awards and sustainability awards. Subsequently, the schools nominated for state-level awards by the district will be physically verified by state level external evaluators to select the schools for state-level awards.
2. The external evaluators can be teachers, BRPs, ex- CRCs, NGO representatives, social workers, and volunteers having sound knowledge of using android phone and basic understanding of WASH in schools' program.
3. Necessary precautions to be taken to avoid teachers evaluating their own schools.
4. The districts level officers of Bihar Education Projects Council (BEPC) will facilitate the selection and registration process of the external evaluators for physical verification at district-level.
5. Similarly, The state-level office of Bihar Education Projects Council (BEPC) will facilitate the selection and registration process of the external evaluators for physical verification at state-level.
6. The district level external evaluators will be oriented with the help of 160 Master Trainers who have been trained at state-level during the year 2022.
7. The State level external evaluators will be oriented with the help of technical agency and BEPC.
8. The payment modalities for the external evaluators including honorarium, travel and accommodation will be worked out by the Bihar Education Project Council and informed the district education authorities as and when required.
9. List of all the eligible schools (4-5 star) will be compiled and allotted to the external evaluators for physical verification by the district education authorities.
10. A maximum of 10 schools will be allotted to each external evaluator for physical verification, therefore, the district education authorities need to identify the required number of external evaluators as per the target of that particular district i.e., the total number of 4- & 5-star rating schools.
11. Similarly, list of all the eligible schools for state-level award will be compiled and allotted to the external evaluators for physical verification by the BEPC.
12. As the maximum number of schools to be nominated for state-level award is 152 including special category award, the BEPC will identify a minimum of 16 external evaluators and get the physical evaluation process completed accordingly.

5.8 Timeline

Table 4: Timeline

Activity	Timeline
Commencement of self-evaluation process	15 November
Self-evaluation of schools	15 – 31 December
District-level physical verification of schools	1 – 31 January
State-level physical verification of schools	1 – 28 February
Award distribution ceremony at district and state-level	22 March (Bihar Diwas)

5.9 Eligibility



5.10 Self-evaluation format for schools

Section – I: Primary information

1.	Name of the school					
2.	UDISE code					
3.	Address of the school	District	Block	Panchayat	Pin code	
4.	Respondent	Name	Designation	Contact No.	Email id	
5.	Category of the school	Class 1-5		Class 1-8	Class 1-10	
		Class 1– 12		Class 6-8	Class 6-12	
		Class 9-10		Class 9-12		
6.	Type of school	Co-Education		Girls	Boys	
7.	Location of the school	Rural			Urban	
8.	Number of students in the school	Boys		Girls	Total	
9.	Number of children with special needs (CWSN)	Boys		Girls	Total	
10.	Number of teaching staff	Male		Female	Total	
11.	Number of non-teaching Staff	Male		Female	Total	
12.	Number of functional water sources	Handpump	Borewell	Pipe water Supply	Any other	Total
13.	Number of functional toilets for CWSN					
14.	Number of functional toilets	Boys		Girls	Total	
15.	Number of functional Urinals					
16.	Electricity supply available	Yes / No				
17.	Proper boundary wall available	Yes / No				

Section – II: WASH assessment categories

I. Water supply

Key indicative norms and standards (Water) SVP~ 2022-23			
S.No.	Provision	Non-Residential	Residential
1.	Water source	<ul style="list-style-type: none"> At least 1 dedicated safe drinking water source within school premises (SSHE) Potability of the water to be tested as per the prescribed schedule (SSHE) Source to be located at least 10 meters away from the toilet leach pit (SSHE) 	
2.	Drinking water requirement	1.5 lpcd (SSHE)	5 lpcd (SSHE)
		The tank capacity accommodates a buffer storage reserve in case of emergency (for 2 days) (SSHE)	
3.	General water requirement	45 lpcd (domestic+ flushing)	135 lpcd (domestic+ flushing)
4.	Ablution tap	1 in each water closet (WC)	1 in each water closet
5.	Drinking water points	1 for every 50 pupils or part thereof	



S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	Reliable water source is available within the school premises	OB	<p>Check the availability of reliable water source in the school premises E.g., handpump/ borewell / piped water supply (PWS). (Reliable water source is functional and accessible round the year, adequate in supply (more than or equal to 1.5 lpcd) and free from contamination.)</p> <p>If answer is “a” for indicator 1, then the answer will be “a” by default for the indicators from 2 to 9 below.</p>	a) No reliable source	0
				b) Reliable source through handpump	1
				c) Reliable piped water supply/ borewell	2
2.	School has a water storage system	OB	Check the availability of overhead tank / containers available in the school for water storage.	a) No storage	0
				b) Containers	1
				c) Overhead tank	2
3.	Drinking water is stored in a clean and hygienic container at appropriate height	OB	Check the drinking water storage system, hygiene around it and the accessibility of the same to all children including special children in the school. If found overhead tank, check the last cleaning date. Overhead tanks need to be cleaned at least once in six months.	a) No storage	0
				b) Drinking water is stored in clean and hygienic container with tap or lid and ladle.	1
				c) Overhead storage tank with periodic cleaning.	2
4.	Drinking water quality is being tested periodically	RR	Water quality is being tested once in a year for chemical contamination and twice for bacteriological contamination preferably before and after monsoon (water quality testing report needs to be available in the school)	a) No testing done so far	0
				b) Tested once in a year	1
				c) Tested twice in a year	2
5.	Necessary steps taken if bacteriological contamination found in the school drinking water source	RR/OB	<p>Disinfection mechanism is in place to address bacteriological contamination in the school</p> <p>(If NO bacteriological contamination is found in the test report, by default the answer for this indicator is “C”)</p> <p>(If drinking water tested found the presence of bacteria such as non-specific coliforms, Escherichia coli or E. coli. It is called bacteriological contamination)</p>	a) No action taken	0
				b) Action taken randomly. Not on a regular basis	1
				c) RO/Filter is installed or Periodic disinfection of handpumps / PWS being done	2

6.	Necessary steps taken if chemical contamination found in the drinking water source	RR/OB	Necessary water treatment system like RO/filters/ iron, fluoride, arsenic removal systems is in place to address the chemical contamination issue in the school and water is free from chemical contamination (If no chemical contamination found in the test report, by default answer for this indicator is “C”) (If drinking water tested found the presence of any chemical elements such as Iron, Fluoride, Arsenic above the permissible limits, it is called chemical contamination)	a) No action taken	0
				b) Water treatment unit is available but dysfunctional	1
				c) Water Treatment Unit is available and dysfunctional	2
7.	Adequate water supply is available for all the toilets in the school	RR/OB	Check whether the toilets are connected with running water supply or water is being carried from nearby source or water is stored in a container near the toilets.	a) No water available in the toilets	0
				b) Containers with water inside the toilet	1
				c) Running water supply available	2
8.	Water is available for handwashing in critical times	OB	Check the availability of water for handwashing near the toilets and exclusive handwashing facility for mid-day meal (critical times of hand washing with soap are after toilet usage, before mid-day meal and after touching any object/surfaces)	a) No water available	0
				b) Hand pump / bucket / containers with water at all appropriate points	1
				c) Running water available at all appropriate points	2
9.	Running water supply is available in the kitchen / cooking area for MDM	OB	Check whether the running water supply is available in the MDM kitchen premises.	a) No water supply available	0
				b) Water is stored in a container.	1
				c) Running water supply	2
10.	Functional rainwater harvesting system is available	OB	Check whether the rainwater harvesting system is available in the school premises and the water is being used for ground water recharge or secondary purpose like gardening, washing, cleaning etc.	a) No structure available	0
				b) Structure available but dysfunctional	1
				c) Structure available and functional	2

II. Toilets and urinals

Key indicative norms and standards (toilets and urinals)- SVP 2022-23

- 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
- Availability of MHM friendly toilets for adolescent girls

S.No.	Provision	Non-residential	Residential
A	Toilet block		
1.	Toilet/squatting pan	<ul style="list-style-type: none"> • 1 unit for every 80 boys or part thereof (SSHE) • 1 unit for every 40 girls or part thereof (SSHE) 	<ul style="list-style-type: none"> • 1 unit for every 20 boys or part thereof (SSHE) • 1 unit for every 20 girls or part thereof (SSHE)
2.	Toilet for CWSN	At least one toilet designed for children with special needs (SSHE)	At least one toilet designed for children with special needs (SSHE)
3.	Safe menstrual waste disposal (incinerator)	Facilities (incinerator) for the safe disposal of used menstrual absorbents (SSHE guidelines, MHM guidelines)	
4.	Cloth hanging hooks	Hooks in each toilet (at least 2) (SSHE)	
5.	Ventilation arrangement	1 opening in each toilet (450 mm X 450 mm) at appropriate height and location (SSHE)	
6.	Secure door	1 door with latch in each WC (SSHE)	
7.	Niche/rack in wall (girl's toilet)	1 niche/ rack in each girl's toilet to keep the sanitary napkins (SSHE)	
B	Urinal blocks		
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	1 opening for ventilation in each urinal (SSHE)	



S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	Functional and separate toilets for boys and girls	OB	<p>Check the availability of separate functional toilets for Boys and Girls. (Functional toilet is free from bad odor, adequate water is available, clean, mug/bucket for ablution, unbroken squatting pan, proper door with latch and accessible round the year).</p> <p>In case of “boys” or “girls” schools, having functional toilets “C” will be the default answer</p> <p>If answer is “a” for this indicator, then the answer will be “a” by default for the indicators no. 2,7,9 and 10 below</p>	a) No toilets available	0
				b) Separate toilets available but not functional	1
				c) Separate and functional toilets are available	2
2.	Excreta is being managed safely	OB	<p>Check if the toilet is connected to open drain or availability of septic tank with soak pit or twin leach pit with a proper pit cover/slab so that it is inaccessible to flies and mosquitos.</p>	a) Open to drain	0
				b) Technically faulty design	1
				c) Leach pit toilet / Septic tank with soakage pit	2
3.	Functional and separate urinals for boys and girls	OB	<p>Check the availability of separate urinals for boys and girls. (Functional urinal is free from odor, has partition wall, urinal pan/bowl is clean).</p> <p>In case of only “boys” or “girls” schools, having functional urinals “C” will be the default answer</p>	a) No urinals	0
				b) Separate but not functional	1
				c) Separate and functional urinals	2
4.	Functional toilets available for children with special needs (CWSN)	OB	<p>Check the availability of separate toilet for CWSN with facilities like ramp, handrail, wide door for wheelchair entry and support structure inside the toilet including western commode.</p>	a) No CWSN toilet	0
				b) One separate toilet with one or two facilities	1
				c) One separate toilet with all facilities	2
5.	Design of toilets and urinals are suitable for all age groups in the school	OB	<p>Check the design of toilets and urinals. Urinal bowl and latches in doors should be easily accessible for all children.</p> <p>If the school doesn’t have functional toilets and urinals, the answer to this indicator is “a” by default.</p>	a) Not age appropriate	0
				b) Either toilets or urinals are age appropriate.	1
				c) Both toilets and urinals are age appropriate	2

6.	Teachers and staff use the same toilets and urinals meant for students	OB	Check the availability of separate toilets for teachers and Staff if any in the school premises. If the school doesn't have functional toilets and urinals, the answer to this indicator is "a" by default	a) Separate toilets for teaching and non-teaching staff	0
				b) Common toilet for teaching and non-teaching staff	1
				c) teaching and non-teaching staff use the toilets meant for students	2
7.	All toilets have a secured door with latch	OB	Check the availability of secured door with latches in all the toilets.	a) No door found in any toilet	0
				b) Some toilets have door and latches	1
				c) All toilets are secured with door and latches	2
8.	Toilets and urinals have roof and proper ventilation for natural light and air.	OB	Check the availability of light and ventilation in the toilets and urinals. If the school doesn't have functional toilets and urinals, the answer to this indicator is "a" by default	a) No roof / ventilation	0
				b) Roof is there but no ventilation	1
				c) Proper roof and ventilation are there	2
9.	Girl's toilets have cloth hanging hooks, shelves, and separate dustbins with lid for disposal of sanitary waste.	OB	Check the availability of cloth hanging hook, shelves, and sanitary waste disposal mechanism in the toilets (Not applicable for Primary Schools {1-5} and Boys schools, hence option 'C' is applicable for this indicator by default)	a) No mechanism exists	0
				b) Minimum one facility i.e., either dustbin, hook, or shelves available	1
				c) All the facilities like hooks, shelves, and dustbin with lid available	2
10.	Approach road to toilets has separate entrance for boys and girls and are free from potholes / bushes / water stagnation.	OB	Check whether the approach roads are clean and free from potholes, water stagnation, bushes etc. and there is separate entrance for boys and girls in toilet block.	a) Common entrance for boys and girls	0
				b) Separate entrance but obstacles like potholes /bushes/water stagnation etc.	1
				c) Has separate entrance and free from obstacles	2

III. Handwashing with soap

Key indicative norms and standards (handwashing with soap)-SVP 2022-23

- Functional handwashing with soap facilities for use after toilet
- Functional handwashing with soap facilities for use before meals

S.No.	Provision	Non-residential	Residential
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/points (SSHE)	



S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	Handwashing facility available within the toilet complex	OB	Check the availability of handwashing facility near or inside the toilets	a) No handwashing facility within / attached to toilet complex	0
				b) Wash basin or hand washing point (with water provision) close to the toilet units	1
				c) Wash basin for hand washing either inside or attached to every toilet complex with running water.	2
2.	School has functional group handwashing facility for Mid-day meal	OB	Check the availability of group handwashing facility with the running water connection where a group of children can practice HW together.	a) No functional handwashing facility	0
				b) Water from handpump / bucket is available close to dining area	1
				c) Dedicated Hand washing station with multiple taps	2
3.	Soap is available for handwashing at all appropriate points.	OB	Check the availability of soap near the toilets, hand washing stations for washing hands with soap at critical times i.e., after toilet use and before mid - day meal / lunch and after any cleaning work. Check the availability of soap bank in the school. If answer is “a” for this indicator, then the answer will be “a” by default for the indicator no. 4 below	a) No soap available at hand washing points	0
				b) Soap is available on demand	1
				c) Soap is available at all handwashing points	2
4.	All children wash their hands with soap in critical times	OB	Observe the handwashing practice of the children with soap in critical times such as after toilet use, before mid-day meal/lunch and after touching any objects. Surf and ash are not advised.	a) Children do not wash hands at all	0
				b) Some children wash	1
				c) All children wash at all critical times.	2
5.	The design of the handwashing facility is age appropriate for all the children	OB	Check the age appropriateness of the HW facility design including height and width of the platform. Check whether the children of all age groups can access without any difficulty.	a) The design is not age appropriate	0
				b) Design is not age appropriate but alternative arrangement is done	1
				c) Yes. Age appropriate	2

IV. Operation and maintenance (O&M)

- Safe disposal of wet waste (biodegradable waste), dry waste (non- biodegradable waste) and liquid waste
- Cleaning and maintenance of school environment



S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	Dustbins available at all appropriate places.	OB	Check the availability of dustbins in each classroom, kitchen area, toilets, and other appropriate locations for collection of waste If the answer is “a” for indicator no. 1 then the answer for indicators no. 2 will be “a” by default	a) Not available at all	0
				b) Available at some of the locations	1
				c) Available at all the appropriate locations	2
2.	Solid waste is being managed safely.	OB	Check the availability of solid waste management system in the school i.e., segregation of waste into wet and dry waste, disposal facility within the school premises through a compost pit or school is connected to a collection and transport facility.	a) No designated place for disposal of solid waste / waste is littered all around.	0
				b) Waste is being segregated in color coded bins.	1
				c) Composting / disposal through local bodies.	2
3.	Grey water is being disposed of safely.	OB	Check the management of grey water (wastewater from handwashing, cooking, cleaning) in the school premises. Grey water needs to be connected to either soak pit or to a covered drainage system or into the kitchen garden for safe disposal.	a) No proper management.	0
				b) Connected to open drains.	1
				c) Connected to covered drains/ Soak pit / kitchen garden.	2
4.	School premises, teaching areas are cleaned and swept daily.	OB/TI/ SI	Check whether the school premises, classrooms and teaching areas are cleaned and swept daily. No unwanted material found in the premises.	a) Regular cleaning not done, and premises not found clean	0
				b) Periodic cleaning done, once or twice in a week	1
				c) Daily cleaning and disinfection are done, and premises found clean	2
5.	School has plantation, greenery, and kitchen garden	OB	Check the plantation, greenery, and kitchen garden in the school premises. (Kitchen garden is an area where vegetables or fruits are grown for domestic use)	a) No greenery and kitchen garden found	0
				b) Few plants found but no kitchen garden	1
				c) Both greenery and kitchen garden found	2

6.	School has a system in place for regular cleaning/disinfection of toilets and urinals with cleaning agents	RR/TI/SI	<p>Check the toilet cleaning checklist if any in the school for daily / weekly cleaning and disinfection</p> <p>If there is no functional toilet in the school, then the answer to this indicator will be “a” by default.</p>	a) No specific schedule or cleaned with water only	0
				b) Once in a week with cleaning agents	1
				c) Daily or twice in a week with cleaning agents	2
7.	No foul smell / stains / garbage / dirt in the toilets	OB	<p>Check the toilet indoors and outdoors for foul smell / stains / garbage if any.</p> <p>If there is no functional toilet in the school, then the answer to this indicator will be “a” by default.</p>	a) Toilet looks filthy / Stains and smelly	0
				b) No foul smell but stains	1
				c) Toilet looks clean	2
8.	Fittings and fixtures are maintained and repaired regularly	OB/TI/SI/RR	<p>Check the record for scheduled monitoring and repairing facility of toilet and urinal fixtures like cistern, taps, pipes, nut, bolts, overhead tanks, valve, basins etc.</p>	a) No schedule	0
				b) As and when required	1
				c) Periodic maintenance with a schedule.	2
9.	School has a system in place to supervise the operation and maintenance of WASH services	OB/TI/SI	<p>Check the supervision mechanism for toilet / urinal cleaning, waste management, handwashing with soap and general cleanliness of the school premises.</p>	a) No supervision mechanism	0
				b) Child cabinet supervises	1
				c) Nodal teacher/ MDM workers and Child cabinet supervise together	2
10.	Sanitary absorbents are available in the school and school has functional and safe disposal options for menstrual waste	OB	<p>Check the availability of sanitary absorbents and menstrual waste disposal mechanism in the school premises. (check the availability of pad banks and incinerators)</p> <p>(Not applicable for primary {1-5} and boys schools, hence option “C” will be selected by default)</p>	a) No system available for sanitary absorbents and its disposal	0
				b) Sanitary absorbents available and local technique for disposal is in place	1
				c) Functional incinerator is in place or deep burial of waste with adequate precautions	2

V. Capacity-building

S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	At least two nodal teachers trained on water, sanitation and hygiene, menstrual hygiene management and COVID-19 related issues.	TI/RR	Check at least two teachers are trained on WASH, MHM and COVID-19 related issues in the last 1-2 years. Training certificate needs to be available. (If the school has only one teacher and he/she is trained, option “c” will be selected for this indicator)	a) No teacher trained	0
				b) Only one teacher trained	1
				c) Two teachers trained	2
2.	Child cabinet is formed and takes up active role in promotion of water sanitation and hygiene practices and COVID appropriate behaviour	OB	Check the status of child cabinet in the school. Check the meeting minutes and roles and responsibilities of sub committees / ministries.	a) No child cabinet is formed	0
				b) Child cabinet is formed but not active	1
				c) Child cabinet is formed and active	2
3.	Menstrual health and hygiene management is being discussed regularly with adolescent girls in the school.	SI/ TI/ RR	Check whether two sessions on alternative Saturdays for MHM are being taken by the Nodal teacher. Check the knowledge among adolescent girls on MHM issues, minutes of the Meena Manch meetings. (Not applicable for Primary (1-5) and boys schools, hence option “C” will be selected by default) If the school doesn't have availability of sanitary absorbents and safe disposal system, the default answer of this indicator will be “a”	a) No. It is not discussed	0
				b) Yes. But not regularly	1
				c) Yes. At least twice in a month	2
4.	School Management Committee / Bal Sansad / Meena Manch is being capacitated at least once in a year on WASH issues.	TI/RR/ SI	Check the knowledge among the members of the child cabinet/ SMC and Meena Manch on WASH and COVID-19 related issues and verify the document related to capacity building trainings such as circulars, participation certificates, photographs etc.	a) Never	0
				b) One orientation held in last three years	1
				c) At least one orientation held in the last one year	2
5.	Swachhata Action Plan (SAP) developed in the beginning of the academic year and necessary steps taken for WASH improvement	TI/RR/ SI	Check the filled in Swachhata Action Plan in the school and verify the action taken as per the plan.	a) SAP not developed	0
				b) SAP developed but no action taken	1
				c) SAP developed, and necessary action taken for WASH improvement	2



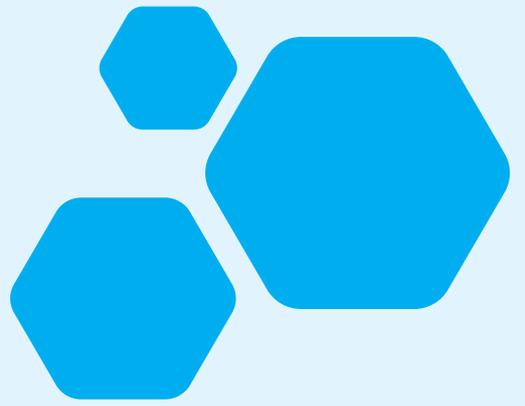
VI. Behaviour change communication

- Hygiene practices by students and cooks of mid-day meal
- Hygiene education in school

S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	Display of IEC materials on WASH and COVID-19 appropriate behaviours.	OB	Check posters, wall paintings, messages if any on WASH and COVID-19 appropriate behaviours are displayed at all appropriate places in the school premises.	a) No IEC material displayed	0
				b) Displayed at one or two places	1
				c) IEC materials displayed at all appropriate places	2
2.	Awareness generation activities on WASH being conducted on regular basis	SI/RR	Interact with the children and teachers to find out whether the awareness generation activities on WASH being conducted on a regular basis. (Activities including discussion during morning assembly, various competitions like debates, drawing, painting, essay writing etc. among the children, audio visual messaging etc.)	a) No such activities being conducted.	0
				b) Awareness activities being conducted on ad hoc basis.	1
				c) Activities being conducted on regular basis	2
3.	Celebration of Special days related WASH in the schools	RR/TT/ SI	Check the celebration of the special days during the year. Check for reports, press clips, photographs, drawing, and painting prepared by children or any other documented evidence. (World Water Day – 22 March, Menstrual Hygiene Day – 28 May, World Environment Day – 5 June, Global handwashing day – 15 October, World Toilet Day – 19 November).	a) No special days celebrated	0
				b) Celebrate 1 or 2 special days	1
				c) Celebrate all the special days	2
4.	Children, teachers, and non-teaching staff practices WASH and COVID-19 appropriate behaviours regularly.	OB/TT/ RR	Check whether the children, teachers and non-teaching staff are following sanitation and hygiene behaviours such as frequent handwashing with soap, trimming of nails, taking bath regularly, brushing teeth every day, safe handling of drinking water and food, safe disposal of trash etc. Check whether the children, teachers and non-teaching staff are following COVID-19 appropriate behaviours such as wearing of mask, maintaining physical distancing, handwashing with soap etc.	a) No practice at all	0
				b) Few of them practices	1
				c) Regular practice by all	2
5.	Adolescent girls speak about MHM without hesitancy.	SI	Interact with adolescent girls to understand their knowledge level on MHM issues. Try and understand the current practices in School. Try and understand the provisions under MKUY. (All the adolescent girls from class 7-12 are entitled for an amount of Rs. 300 per year as menstrual hygiene grant under Mukya Mantri Kanya Utthan Yojana) If there is no discussion around MHM issues in schools, the answer to this indicator is “a” by default.	a) No	0
				b) Few adolescent girls speak	1
				c) All adolescent girls speak	2

VII. Community engagement and resource mobilization

S.No.	Indicator	Assessment method	Means of verification	Options	Marks
1.	School management committee/Vidyalaya Shiksha Samiti actively participates in school meetings and discuss the issue of WASH	RR/TI	Review the minutes of the meetings and interact with the SMC members to understand their level participation. (If the answer is “a” for indicator no. 1 then the answer for indicators no. 2 will be “a” by default)	a) SMC/VSS not active at all	0
				b) Few SMC/VSS members participate on regular follow up	1
				c) SMC/VSS members actively participate in all meetings	2
2.	Chairman or Secretary of SMC/VSS coordinates with local bodies/ PRIs for improving WASH services.	RR/TI	Check if the local community is involved in the school development activities. Check if there is any such development activity initiated by the chairmen or secretary of SMC/VSS in the last one year.	a) No coordination as such	0
				b) Sporadic coordination with regular follow up	1
				c) Active coordination	2
3.	School endeavors to invite parents, alumni, and local leaders to bring the ownership and accountability.	RR/TI	Check if the school has tried to invite and involve the parents, local leaders, and alumni on different occasions (at least four times in a year) in the school to bring the ownership and accountability among them.	a) No attempt	0
				b) One or two times in a year	1
				c) Four or more than four times	2
4.	The school endeavors to attract support from various sources in its cleanliness drive efforts either in cash or in kind.	TI/RR	Check any technical / financial support from different sources including local leaders/CSR/ NGO/ CSO/individuals etc. Corporate social responsibility (CSR) is a self-regulating business model that helps a company be socially accountable to itself, its stakeholders, and the public. Hence companies can contribute to support the social cause either cash or kind.	a) No support	0
				b) Support received one or two times	1
				c) Support received more than two times	2
5.	Community is vigilant for protection of school infrastructure.	OB/TI	Interact with the teachers and neighboring community on their vigilance for protecting school infrastructure including toilets, water sources, handwashing facilities etc. Find out any recent incidences around this and the action taken by the community to validate the vigilance mechanism.	a) No	0
				b) Only on demand	1
				c) Community is vigilant on their own	2



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