TSC and
Capacity Building

Activities and Modules

Technical Note Series

Rajiv Gandhi National Drinking Water Mission
Department of Drinking Water Supply
Ministry of Rural Development
Government of India

विनोद दुग्गल

V. K. DUGGAL

सचिब
पेय जल आपूर्ति विभाग
ग्रामीण विकास मंत्रालय
भारत सरकार ·
Secretary
Department of Drinking Water Supply
Ministry of Rural Development
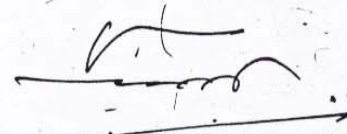Government of India
247, 'A' Wing, Nirman Bhawan, New Delhi-110011
Tel.: 23010207, 23010245, Fax : 23012715
E-mail : secydws@nb.nic.in
September 24, 2004

FOREWORD

Capacity building has moved to the centre stage of agenda of water & sanitation programmes of Government of India. Total Sanitation Programme, which follows a paradigm shift in approach, rests heavily on capacity development of its programme managers and all stakeholders at different levels for effective implementation. Adequate provision of funds has been made in the TSC guidelines to build the capacity of all stakeholders and properly execute the programme. Substantial funds are being invested in capacity building programmes. In addition, provision of Communication and Capacity Development Unit (CCDU) at the State level has been made to provide IEC and HRD support to both TSC and Swajaldhara projects. These CCDUs will be supported by different national and state level Key Resource Centres (KRCs), which will help in developing communication and capacity development strategy and modules and will further impart training.

A technical note has been prepared on capacity building for TSC programme managers to support them with necessary training concepts and modules for different stakeholders. I hope they will find it useful in implementing the capacity building programmes at all levels.

(V.K. Duggal)

राकेश बिहारी
संयुक्त सचिव
RAKESH BEHARI
Joint Secretary

भारत सरकार
पेयजल आपूर्ति विभाग
(राजीव गांधी राष्ट्रीय पेयजल मिशन)
Government of India
Department of Drinking Water Supply
(Rajiv Gandhi National Drinking Water Mission)

PREFACE

Successful implementation of Total Sanitation Campaign (TSC) largely depends on capacity building of stakeholders at different levels. A workshop was organized at Ahmedabad in June 2003 to develop TSC Training modules for different stakeholders. This technical note on capacity building activities and training modules is the outcome of deliberations at the workshop. The note contains an account of key activities to be carried out during pre-training, training and post training phases, and highlights the role of Communication and Capacity Development Unit (CCDU) and Key Resource Centers (KRCs). While bringing out importance of training need assessment of identified stakeholders and relevance of exposure visits in a training/capacity building programme, an important feature of the note is the training modules, which have been developed for programme managers and trainers especially those working at district level.

We are thankful to experts from DDWS-GOI, ESI, Ahmedabad, UNICEF, SIPRD, Kalyani, Gandhigram Rural University, Dindigul, Ramakrishna Mission Loksiksha Parishad, West Bengal, and others who have attended the workshop and provided useful inputs for development of the training modules. It is hoped that this will help key stakeholders in improving the TSC implementation.
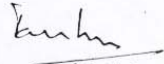
25/9/04
Rakesh Behari

30th September 2004

Table of Content

Annexure

Glossary

"This note has been prepared out of the collective experience of experts working to build the capacity in sanitation sector. The backdrop of this note is the outcome of the workshop held at Ahmedabad in June, 2003 on finalization of TSC Training Modules attended by experts from DDWS-GOI, ESI, Ahmedabad, UNICEF, SIPRD, Kalyani, Gandhigram Rural University, Dindigul, Ramakrishna Mission Loksiksha Parishad, West Bengal, NIRD, Hyderabad, IIRD, Jaipur NDDB, Gujarat, SCDTC-Nilokheri and others. This note is an indicative framework, which explains key activities to be carried out during pre-training, training and post training. This note informs about the role of CCDU and resource organizations and importance of training need assessment of identified stakeholders as well as relevance of exposure visits in training/capacity building programme. The important aspect of this note is the training modules which have been developed for programme managers and trainers especially those working at district level. It is hoped that this will help key stakeholders of TSC in improving the implementation in terms of its outputs and impact."

TSC and Capacity Building
Activities and Modules

1.0 Introduction

For success of development programmes, availability of informed, knowledgeable, and skilled programme implementers and facilitators is a pre-requisite. A programme like **Total Sanitation Campaign (TSC)** with multi-sectoral activities (construction, hygiene education, communication, health, mobilization, production and marketing of sanitary products and services, etc) makes it imperative to have a pool of trained, informed and motivated human resources and institutions and their capacity building for efficient and sustained attainment of goals.

The term capacity means,' the ability to carry out stated objectives' while the term capacity building[1] refers to 'a process that improves the ability of a person, group, organization, or system to meet the objectives or to perform better'.[2] This leads to improved performance which is an outcome that represents productivity and competence related to set objectives. TSC has also established certain objectives to meet the broader goal of eliminating open defection practice and ensure better health and sanitary environment. These need to be supported by trained and motivated human and institution resources for meeting the goal early and successfully. This calls for well-developed capacity building plan, technical and financial resources, and administrative support.

2.0 Capacity building at district and state level- role of CCDU

Before developing capacity building plan, it is necessary to know the levels of its implementation, which may extend to state as well as districts. In fact, States are expected to facilitate the capacity building requirements of districts in terms of strategy, module, resource institutions, etc. To support States, Government of India has initiated **a Communication and Capacity Development Unit (CCDU)** in each State for institutionalizing IEC and HRD planning and implementation. CCDU in each state will develop state specific IEC and HRD strategy and also help the districts in developing the same for respective districts. They will be

---

1 In Indian context, the term training is more popular.

[2] Goodman et al, 1998

involved in identifying key resource centers in the states for training and IEC activities in water and sanitation sector, and monitoring these programmes. In addition, CCDUs will also document successful initiatives within the state, other states and agencies and dissemination of the same for use by the field functionaries. Govt of India will give financial support to the CCDUs for manpower and carrying out state specific IEC and HRD activities. The support will be on 100 percent basis for initial three years and on 75:25 basis thereafter. The detail cost norms and the key areas on which the training can be organized have been detailed out in the guidelines, which is available at www.ddws.nic.in.

Salient features of CCDU

- Each state to have CCDU which may be located in an institution selected by SWSM
- The identified institute should preferably be an autonomous institute with flexibility in its day-to-day functioning.
- CCDU to support reform initiatives-Swajaldhara & TSC
- Support to States for- Manpower and State specific HRD & IEC activities
- 100% funding for first three years and 75:25 sharing pattern between centre and state thereafter.
- A network of resource centres to be developed- Regional resource centers and State resource centers
- Proposal for financial assistance to be prepared and sent to GOI
- Proposal should be common for Water & Sanitation sector. Even if two departments are handling the same convergence at state level should take place.

2.1 Key Resource Centers: Support to CCDUs

In addition to CCDU guidelines, Govt. of India has finalized and circulated guidelines to the States for "**Support to key resource center for water and sanitation sector**", which are also hosted on the website www.ddws.nic.in. As per this, a network of key resource centers can be established by State Govt. and Central Govt. to carry out capacity building activities. More than one such resource center can be established in a State. Financial support to the key resource center will be given for carrying out training activities, field visit, exposure visits, and handholding of project functionaries for proper implementation. A committee chaired by Secretary, DWS will select such resource centers.

Salient features of Guidelines for support to key resource center for water and sanitation sector

- Key Resource Centers at regional and state level to guide TSC & Swajaldhara projects
- Selection on recommendation of state governments by a selection committee headed by Secretary DWS
- Financial support for organizing workshops, training, field visit by implementers
- Field visit by resource persons to guide field functionaries
- Provide HRD/ IEC inputs to all the SRP, Swajaldhara and TSC projects in the state.
- Documentation of all successful initiatives and dissemination of the same for use by the field functionaries.
- 100% funding for first three years and 75:25 sharing pattern between centre

Districts can seek guidance and technical support from CCDU and its identified resource centers on capacity development activities at district level. Such activities must be planned in advance with inputs like clearly defined objectives, strategies and mode and methods of implementation for better and timely execution of the capacity development plan.

Institutional Structure for Capacity Development

8
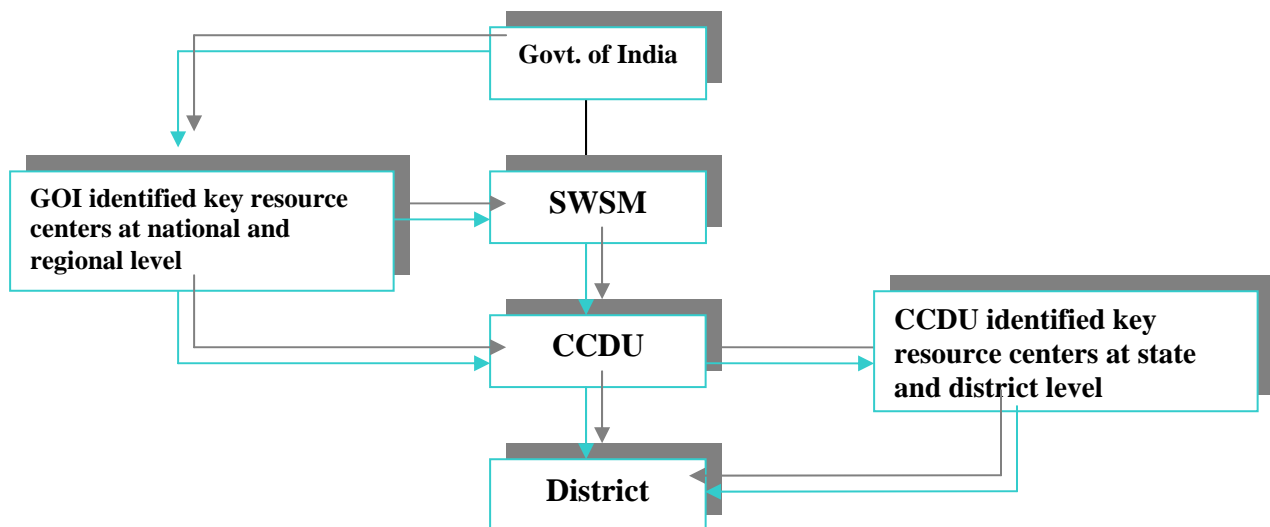
3.0 Objectives

For the relevance of TSC programme, the following objectives of the capacity building exercise can be stressed upon in capacity building plan:

- Equipping the participants with knowledge and skills essential in terms of carrying out Baseline Survey (BLS) and preparation of Project Implementation Plan (PIP) and for efficient and effective implementation of TSC project in their districts.
- Inculcating the concept of community led, people centered and demand driven approach in the context of mobilization of resources and sustainable community participation.
- Explain the inter relationship of health, hygiene, water and sanitation to bring about a reduction in the incidence of water and sanitation related diseases especially in relation to children.
- Targeting school and teachers for hygiene education
- Helping to develop suitable IEC strategy and activity plan aiming at generating felt need through awareness, creation and hygiene education.
- Making familiar with different technological & design options available and construction norms of toilets – IHHL, Community Sanitary Complex, School and Anganwadi toilets
- Book keeping, accounting and social auditing
- Techniques and tools for the monitoring and evaluation of various components of TSC.

4.0 Strategy

For better output, effective strategies need to be formulated especially in the context of TSC's specific requirements. For instance, it should not be restricted to capacity building of human resource (identified stakeholders, resource person, facilitator, etc) only, rather it should also support implementing institutions in terms of resources (that includes training manual and contextual background materials, capacity plan, Training Need Assessment, training calendar, finance, staff, etc) and infrastructure (that includes, equipments, communication system, etc). This will result in greater motivation as well sustainability of capacity inputs. It is said that people remember 20% of what they hear, 40% of what they hear

and see, and 80% of what they discover by themselves. This is particularly true in case of adults who like to learn by drawing on their past experience and knowledge. They learn by doing, being involved[3]. Thus, training strategies should also incorporate participatory techniques to enthuse trainees to bring about innovations specific to the local needs and culture.

```
   ┌─────────────┐ ┌─────────────────┐ ┌─────────────┐
   │   Human     │ │ Capacity Support│ │ Institution │
   │  Resource   │ │                 │ │  Resource   │
   └─────────────┘ └─────────────────┘ └─────────────┘
```
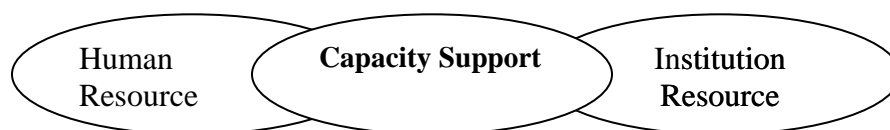
Capacity Support Continuum Strategy

5.0 Implementation

Implementation of capacity plan follows certain activities categorized into three phases which has been given below:

a) Pre-Training Phase- This phase is very important, if it is organized properly; better results will follow in next phases. This has following activities:

a. **Identification of Stakeholders**

This is very crucial exercise because the categories of stakeholders will decide training requirement and nature of inputs. Since, TSC is an inter-sectoral programme, it has range of stakeholders which may include District & Block level Officials such as DC/DM, BDO, District Officers of line Departments i.e. RD, PHED, Health, Education, PRI Members, NGOs,   Head Master & Teachers, VWSCs & Gram Panchayat Functionaries, Anganwadi Workers, SHGs, PTA, Members of School Management Committee, School Watsan Committee, District Level Master Trainers, Block Level Resource Persons, Village Level Functionaries, CBOs, Engineers and Mart Mangers, Master Masons of PCs./RSMs, Motivators, Village Health Workers, etc

• **Training Need Assessment (TNA)**

TNA should focus on who is being targeted and what existing capacity they have in terms of knowledge and practice, in what stage TSC implementation is in terms of its progress- is it the planning stage,

---

[3] Bikke, 2000

implementation, evaluation stage, what is the nature and pattern of system in which TSC is implemented, etc. This is needed for better planning and organizing the training effectively.

- **Identification of Resource persons and Training institutes which can impart training**

  This is very important. States and districts should identify training centers and resource persons. They should be trained and who in turn will train district and block level resource persons, teachers, and district and block functionaries. In this context, institutions which have a proven record of good work done in water and sanitation sector may be identified as resource centers. There are four institutions that have done exemplary work in promotion of rural sanitation in the country and have been closely associated with implementation of TSC, whose services can be availed by state Govts. The list of such institutions is given below for training activities. States and districts may contact them for conducting training and other technical inputs:

List of Resource Institutions working in sanitation sector

Name	Contact Person	Address	Phone No/Email
Environmental Sanitation Institute	Shri Ishwarbhai Patel	Director, ESI, Gandhi Ashram Ahmedabad-380027	079-7558052 (O) **Email** safai@icenet.net
SIPRD	Shri Shakti Kumar Chattopadhyay	State Sanitation Cell, State Institute of Panchayat and Rural Development , Govt. of WB, Kalyani, Nadia, WB	033-25823005 (R) 033-25828161 (O) 033-25828257 (fax) **Email** chattopadhyays@hotmail.com
Gandhigram Rural Sanitation University	Dr. S Ponnuraj	Head of Department, Faculty of Rural Health and Sanitation, Gandhigram Rural Sanitation University, Tamil Nadu	0451-2452275 (R) 0451-2451256 (O) **Email** mdu_waston@sancharnet.in
Ramakrishna Mission Lokasiksha Parishad	Shri Chandi C. Dey	Coordinator –Water and Sanitation, RKMLSP, P.P Narendrapur, Kolkata - 700103	033-24773401 (R) 033-24772207 (O) 033-24772070 (fax) **Email** rkmlpndp@cal.vsnl.net.in

- **Training Module and materials needs to be developed or procured from different TSC District/State/UT**

For informed training activities to be carried out, quality training module and materials need to be developed or procured from different TSC District/State/UT. For the ready reference of programme managers and trainers, seven training modules have been developed for district level functionaries.

  i. TSC training module for district level TSC programme managers for 5 days duration. (See Annex 1)
  ii. Training Module for District level District level Resource Persons (Training of Trainers (See Annex 2)
  iii. Training Module for Hygiene Education for District and Block Officials (See Annex 3)
  iv. Training Module for School Sanitation and Hygiene Education for field functionaries' Primary and Middle school teachers/NGOs heads/supervisors/Gram Panchayat Sachivs (See Annex 4)
  v. Training Module for School Sanitation and Hygiene Education for District level key functionaries (Education/Health /Rural Development/ Water & Sanitation/ Social and Tribal Welfare/ ICDS/ Head Masters/Others (See Annex 5)
  vi. Training module for Mart Mangers and NGO Head of RSM--(See Annex 6)
  vii. Training module for Chief Motivators of RSM-(See Annex 7)

In addition, following training modules have been suggested which can be developed for other stake-holders which is given in **Table – 1**

Indicative List of Required Training

SL	Target Group	Duration	Organization	Place
1	Block level resource team	5 days	District resource team	District level
2	Training for block level Program managers	3 days	District resource team	District level
3	Training of Sarpanches and Panchayat Secretaries and, CBOs	2 days	Block resource team	Block level
4	Training of NGOs working In TSC	3 days	District resource team	District level
5	Training on technology for engineers & mart	3 days	District resource team	District Block level

	managers			
6	Training of master masons Of PCs/RSMs	7-10 days	District resource team	District / Block level
7	Training of master masons Of PCs/RSMs	7-10 days	Block resource team	Block level
8	Training of motivators, SHGs, AWWs, village health workers	2 days	Block resource team	Block level
9	Training of song and Drama groups			
10	Training of PTA,SMC, Teachers on SSHE	3 days	Block resource team	Block

Similarly, to develop training materials/ background materials, there are sufficient reference materials available with Center, State, District Implementing Agencies, Resource Organizations, as mentioned above, etc. They can be used to prepare hand outs, notes, flash cards, posters, charts, status paper, designs, etc. Department of Drinking Water Supply has developed many documents which can be used for the training purposes. Some of them are listed below:

- o Guideline on TSC, RGNDWM, DDWS, Govt. of India 2004
- o FAQs, RGNDWM, DDWS, 2004
- o School water supply, sanitation and hygiene education: India, RGNDWM, 2004
- o School and Anganwadi Toilets Design-norms and modules, RGNDWM, 2004 IEC Booklets, GOI/NIRD,1999
- o Technological options(Sanitation Technology) RGNDWM, GOI,1999
- o Hand book on Demand generation and Community Participation, RGNDWM, 2004
- o TSC Success Stories, RGNDWM, DDWS, 2004

These materials either can be downloaded from www.ddws.nic.in or procured from Department of Drinking Water Supply, Govt of India.

- **Preparation of training calendar**

This disciplines the training activities in proper and effective mode in terms of, planning, resources and time. The training calendar must include- stage of training, key stakeholder, type and theme of training, resource person/institution and duration.

b) Training Phase- This actually means organizing the training activities which includes

    a. Selection of theme, participants, type of training and duration

    b. Preparing of lesson plan indicating clear direction to each activity, plan how to de-brief, and estimate the amount of time needed for each activity

    c. Logistics in terms of booking of place for training, invitation to participants and resource persons, arrangement of background materials, boarding and lodging, food and snacks, etc

    d. Conducting training session

    e. Developing ground rules for smooth functioning of training

    f. Exposure visits for participants for cross learning

    g. Facilitating sessions of pre-test and post test

Capacity Building Tools

Capacity building is all about building on existing knowledge, facilitating exchange of experience and feeding of new insights. This must move from theoretical to practical exposures & demonstrations and include those tools, which can stimulate participation and learning. This may include:

1. **Group Exercise:** This may be used to illustrate a concept, to stimulate thought and discussion, to train participant in certain skill or to help participants make their own plan for future activities. This exercise must be followed reflecting on the results reached together with the participants.

2. **Brainstorming**: It cultivates ideas, explanations and interpretations in which a small group of participants puts forward as many suggestions as possible about a precisely formulated theme. At the end of the session, groups may be asked to sort, analyze and evaluate the brainstorming exercise.

3. **Visualization**: This facilitates a clear understanding of meeting discussions, workshops, and the recording of statements in concise and visible way. Concentration and attention of are improved and even shy participants are able to take part more actively. In this, different types of written or image cards are used forcing participant to visualize and react.

4. **Role-playing**: It is a training technique in which participants assume an identity other than their own, to cope with real or hypothetical situation and problem.

5. **Exposure visits:** Participants are taken out into real life situation and get the opportunity to observe some elements linked to the training.

6. **Demonstration:** This lets the participants go though an event that illustrate the theme of a session. Participants are asked to participate and at same time observe what is happening.

7. **Pre-test and post test:** In this, same set of questionnaire is administered to participants before the training begins and at the end of the training to evaluate the learning of participants on which the training is organized.

c) Post Training Phase

This deals with follow up activities to analyze the output of the trainings conducted. This may include:

1. Documentation of physical, financial and process monitoring

2. Review meetings with trained stakeholders and their work appraisal

3. Training impact assessment through evaluation studies

4. Identifying gaps in implementation and organizing refresher training

---

Expected outputs from capacity building exercise

- Developed capacity plan and training calendar

- Training Need Assessment of stakeholders done

- Number of identified stakeholders sensitized and trained on different themes and sent for exposure visits

- Number of trained resource person and institution at district and state level

- Developed training module and selection of trained and informed TOT

- Quality of training sessions in terms of improved knowledge, skills by using pre test and post test techniques

- Better implementation of the programme in terms of increased social mobilization, demand, O&M, hygiene practices, etc

---

6.0 Important points to follow in carrying out capacity development activities in TSC

Capacity building is an integral part of the implementation of TSC and following important points should be kept in mind while carrying out capacity building activities:

- Orientation, training, and refresher training should be carefully designed and not allowed to be overlapped.

- Training calendar should be prepared in advance and implemented accordingly.

- Training needs to be identified carefully and should not be exaggerated

- Adequate attention to the software component of TSC should be given.

- Trained resource persons and training institutions should be identified as per the training needs.

- Special focus on training of teachers and masons should be given with active involvement of PRIs
- The participant's number should be kept optimal and preferably not more than 25 per training.
- In each training, pre-test and post test questionnaire may be administered
- Funds for capacity building may be utilized from IEC component of TSC

--------------//---------------

Annexure

TSC Training Modules

Training Module for
District level Programme Managers

Duration
5 days

Objectives
To sensitize the participants with the need and current scenario of sanitation, and help them understand the TSC policy, strategies, components, process of implementation and monitoring & evaluation.

Expected Outcome
The participant should able to:
- Understand the need of sanitation
- Understand the components of sanitation and factors that influence the health of community and family
- List out historical/timeline evolution of sanitation programme in the country
- Understand and explain philosophy, principals and components of TSC
- Understand the financial and physical progress of TSC in the country
- Understand institutional mechanism for the implementation of TSC
- Learn prepare the project implementation plan
- Understand the importance of demand generation, social mobilization and plan IEC activities
- Understands the important technological options and sanitation up gradations in relation to socio, cultural, geographical factors
- Learn delivery mechanisms for extending sanitation facilities
- Understand elements of school sanitation programme for better hygiene practices in the features generations
- Understands the important of community sanitary complex in TSC
- Facilitate different stake holders of TSC programme to achieve the desired result both qualitatively and quantively
- Monitor and evaluate the TSC programme in the district
- Development MIS, retrieval system for effective implementation of TSC

Training Schedule
(* Detail sub-points of content and list of reading materials are given separately in the same module)

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Peron	Remark
Day I							
	Registration	1	30 minutes		Schedule	Participants, Coordinator	
	Inauguration	2	30 minutes	Lecture		Coordinator	
	Pre test	3	30 minutes		Schedule	Participants, Coordinator	
	TEA BREAK		**15 minutes**				
	Overview of sanitation & hygiene scenario	4	45 minutes	Lecture & interaction	TSC Guidelines and Manual	TSC Resource Person	

	Relation between sanitation hygiene health and quality of life	5	60 minutes	Lecture, case study, group exercise	TSC Manual	TSC Resource Person	
	Need, concept & components of sanitation	6	60 minutes	Lecture interaction & poster presentation	TSC Guidelines	TSC Resource Person	
	LUNCH		**60 minutes**				
	-Historical evolution and rationale of TSC -Overview of TSC implementation in the country progress -GOI priorities	7	75 minutes	Lecture PowerPoint presentation	TSC Manual MIS data Plan Reports	TSC Resource Person	
	TEA BREAK		**15 minutes**				
	Institutional mechanism	8	90 minutes	Interactive discussion and case study	FAQs	TSC Resource Person	
Day 2							
	Start-up activity	9	45 minutes	Lecture		TSC Resource Person	
	Frame work for group work for preparation of PIP.	11	45 minutes	Group work	PIP format, FAQs	Participants & Coordinator	
	TEA BREAK		**15 minutes**				
	Capacity building & CD Plan	12	90 minutes	Lecture, group exercise	Book On Demand Generation, Flash cards	Participants & Coordinator	
	Community complexes	13	45 minutes	Lecture , Demonstration	TSC Guidelines and Manual	TSC Resource Person	
	LUNCH		**60 minutes**				
	Social marketing for Demand Generation And change of behaviour Group work- PLA techniques Preparation of IEC action plan	14	180 minutes	Lecture & Participatory Group work	Note on PLA, Flash cards,	TSC Resource Person, Participants	

Briefing for field visit	15	15 minutes			Coordinator	
Day 3						
Field Visit	16					
Day 4						
De briefing on field	17	30 minutes			Participants	
Technology options For IHHLs	18	150 minutes	Lecture , Demonstration, interaction , films, slide, field visits	Books of RGNDWM and ESI, TSC manual	TSC Resource Person, Participants, Sanitary Engineer	To be also covered during field visits as well
School Sanitation and hygiene Education	19	75 minutes	Lecture , Demonstration, interaction , films	Technical Notes on SSHE and Design Option	TSC Resource Person,	To be covered during field visits as well
Lunch		**60 minutes**				
RSMs/PCs	20	120 minutes	Lecture Group Exercise, Field Visit, case study	FAQs, TSC Guidelines and Manual	TSC Resource Person,	To be covered during field visits as well
TEA BREAK		**15 minutes**				
Preparation of PIP	21	120 minutes	Group Work		Participants	
Day 5						
Programme Management, Administration and Monitoring	22	90 minute	Lecture & group exercise	FAQs, TSC Guidelines	TSC Resource Person, Participants	
TEA BREAK		**15 minutes**				
Presentation of action plan	23	90 minute	PowerPoint presentation and OHP, Charts		Participant & Coordinator	
LUNCH		**60 minutes**				
Feedback & evaluation	24	45 minutes	Discussion and post test	Schedule	Participant & Coordinator	
Valedictory	25	45 minutes			Coordinator	

➢ **Detail sub-points of content and list of reading materials of Training Module for Programme Managers**

- **<u>Sub-points of the Content</u>**

20

1. Overview of sanitation and hygiene scenario
   - Global, Regional, National
   - Comparative analysis

   1.1 Basic relation between sanitation, health and quality of life
   - List of disease caused by in sanitary conditions
   - Unhygienic behaviour and practices

   1.2 Need for Sanitation
   - Health aspect
   - Comfort and convenience
   - Women dignity
   - Privacy
   - Economic benefit to the family(Opportunity cost of sickness for the family)
   - Social and National pride

   1.3 Components of sanitation
   - Human excreta disposal
   - Disposal of waste water
   - Garbage disposal
   - Personal hygiene
   - Safe Water(Collection, transportation , storage and handling)
   - Food, Home sanitation & Hygiene
   - Village sanitation

   1.4 Historical evolution
   - Time line of sanitation programme in India
     - Community Development Schemes and Bhangi Kashta Mukti Yogana
     - CRSP
     - RCRSP
     - 73rd Amendment
     - TSC

   1.5 Rationale of TSC
   - Basic philosophy and principles
     - Participatory – Community led
     - Demand driven
     - Social Marketing (IEC)
     - Low incentive for BPL family
     - Incentive for better performance to institutions & individuals (driving force)
   - Components of TSC
     - Start up
     - Demand generation
     - IHHL
     - School Sanitation
     - Community Complex
     - Hygiene education
     - Alternate delivery systems

   1.6 Overview of TSC implementation in the Country
   - Total Project – Physical and Financial outlay
   - Trends in fund allocation of TSC
   - Latest progress
     - Better performance of State
   - Government priority

- Planning for scaling up

1.7 Institutional Mechanism
- DISTRICT- BLOCK-Village/GP
- DWSM – DWSC-Core group/Resource group
- PRI
- PHED/RD-Health, education, Social welfare and child Development
- NGO
- Interface between these institutions
- Role and functions of each stake holders

1.8 Start-up activity
- Conducting baseline survey
- KAP study
  - Forms/Indicators/Methodology/Time frame
- Identification and selection of NGO/support organized
  - Suggested procedure
  - Important criterion
- Preparation of project implementation plan
  - Process of plan preparation
  - Annual Plan
  - Milestones
  - Capacity Development Plan
  - Plan for Hardware & Software

1.9 Capacity building
- Identification of stakeholders
- Identification of training need for different stakeholders
- Capacity Development Plan
- Available resource persons and institutions
- Organizing training
- Study tours/ exposure visits

1.10 Demand generation
- Social mobilization
- Different Communication Strategy
  - Mass awareness
    - Rally, Exhibitions/ demonstration, Pad yatra, hoarding, Posters, wall writing, banner, use of electronic and print Media, folk media etc
  - Inter personal communication
    - Home contact drive, group meetings, focus group discussion
  - PLA Techniques
    - SARAR, PHAST strategies
  - Opinion community leaders
  - Institutional drives
    - School, Anganwadi, Scout & guides, NSS, NCC, Religious & charitable organizations, CBOs
  - Preparation of IEC action plan
    - Development of IEC strategy
    - Identification of key Messages (Area Specific)
    - Identification of Actors
    - Identification of IEC materials, methods and equipments
  - Capacity development of IEC implementers (actors)
  - Training on communication strategy to concerned persons
  - Role and functions of NGOs and PRIs for IEC and demand generation

- o Successful models of social mobilization in different states

  - Midnapore experience
  - Kerala Experience- SEUF
  - Wateraid- Trichy
  - Gujarat – ESI Model
  - TN – GRI – DANIDA model
- 1.11 Technology options for IHHLs
  - What is a sanitary latrine?
  - Site selection
  - Different technology options
    - o Pit latrine
    - o VIP latrine
    - o Bore hole latrine
    - o Pour Flush toilet
      - Single pit- Direct pit
        - Without lining- slab on the pit
        - With lining – slab on the pit
      - Single pit- offset
        - Without lining
        - With lining
      - Double pit latrines
        - Lined
        - Unlined
  - Eco Sanitation Latrines
    - o Compost latrines
  - Area Specific designs
    - o Water scarce areas
    - o High water table areas
    - o Black cotton areas
    - o Water logged areas
      - Comparative analysis of different Technological options
    - o Cost
    - o Efficacy
    - o & M
  - Pan and trap technologies
    - o Material
      - Cement
      - Mosaic
      - Fiber glass
      - PVC
      - Ceramic
    - o Design
      - Rural pan (Less water consuming pans)- UNDP designs
        - High slopes
      - Flat pan
      - Comparative advantage of rural pan
    - o Pit covers
      - Stone slab
      - RCC
      - Bamboo
      - Ferro Cement with proper re-enforcement

- o Superstructure including roof
  - Local material
  - Gunny bag/ canvas
  - Bamboo
  - Mud wall
  - Brick wall
  - Thatched
  - Hollow blocks
  - Ferro cement partitions
  - G I Sheets
  - Fiber glass
- o Operation & Maintenance of different types of toilets and pans

1.12 School Sanitation and hygiene Education
- Relevance of School Sanitation
  - o TCCP approach
  - o Components of School sanitation
    - Hygiene behaviour, hand washing, personal hygiene, nail cutting, clean environment
    - Monitoring hygiene behaviour of students
  - o Role of teachers, students, PTA and PRI
  - o Design & Technology options
    - Installation , monitoring and maintenance of sanitary Facilities
  - o IEC activities- involvement of students
  - o Anganwadi Sanitation
  - o Need for Sanitary facilities
    - Need for training Anganwadi workers and supervisor
    - Hygiene education

1.13 Community complexes
- Relevance of women sanitary cum bathing cum washing complexes
- Conditions for construction of women community complexes/group toilets
  - o Lack of space in the individual houses
  - o Demand from community
  - o 10% contribution by community
  - o & M responsibility (no scavengers to appointed)
  - o Proper site selection
- Design & Technological option
- Operation and maintenance
  - o Role of self help group/PRIs/CBOs in operation and maintenance
- Accounting and managing complexes
- Success stories (Women complexes in Tamil Nadu)
- Pay and use toilets

1.14 RSMs/ PCs
- Concept and functions of RSMs/PCs
  - o Technology demonstration
  - o Production of material
  - o Purchase and safe of produced items
  - o Technology transfer and services for setting up sanitation facility
  - o Motivation and Demand generation
- How to set up RSM/PCs
  - o NGOs
  - o SHGs

- o Private entrepreneurs
- o Nirmithi Kendras
- o Institutions like cooperatives (i.e. Dairy), Khadi bhandar, PRIs, training institutions etc.
- Norms for location of RSMs
  - o Economics viability
  - o Preferably in market area/ public place
  - o Normally one per block or as project sanction
- Financial management
  - o Fund Support from project for production center
    - Revolving fund
    - Fixed asset
    - Recurring expenditure for a short period
  - o Fund support for RSM only
    - Interest free revolving fund for the project period
  - o Optimal utilization of revolving fund
  - o Maintenance of accounts and records
- Quality control of products
- Case studies of successful RSMs/PCs in the country
  - o Medinipur/WB
  - o Trichy-SEVAI
  - o Alwar-Behord
  - o UP-Panchat Udyog

1.15 Programme Management and Administration
- Intersection of coordination and convergence
  - o PHED/RD
  - o Health
  - o PRI
  - o Education
  - o District Administration
  - o NGOs etc.
- Role of district level institutions
- Account Maintenance
- Separate account maintenance for TSC at block panchayat level
  - o Separate bank account or ledger
- Importance of transparency in accounting
- Mechanism of releasing incentives for IHHLs, IEC, Schools. RSMs, etc.
- Annual auditing and sub mission of utilization Certificate
- Procedure for filing claim for release of second installment
- Management Tools
  - o MIS
    - System of data & report generation
    - Submission of monthly progress (Physical & financial) report
    - Comparison of data vis a vis base line data
    - Development of a web site and E-mail id for communication with the project
  - o Monitoring mechanism
    - Periodic meetings and reviews
    - Indicators for monitoring
      - o Formats
    - Community Monitoring
    - Assets and quality monitoring

- o Trouble shooting
  - Online help from GOI / State web site
  - Through E mail
  - Through written communication
  - Piloting and scaling up

- ➢ **Resources/Reference/Material**

- Happy, Healthy and Hygiene – London School of Hygiene and Tropical Medicine

- Guideline on TSC, RGNDWM, Govt. of India 2004

- FAQs, RGNDWM, 2004(www.ddws.nic.in)

- School water supply, sanitation and hygiene education: India, RGNDWM, 2004

- School and Anganwadi Toilets Design-norms and modules, RGNDWM, 2004

- Guidelines for demand generation, RGNDWM. GOI 2000

- IEC Booklets, GOI/NIRD,1999

- Technological options(Sanitation Technology) RGNDWM, GOI,1999

- Technology option for sanitation, Iswar Bhai Patel, ESI

- *Paryavaran Swachta Suvidha,* (Hindi & English) Ishwar Bhai Patel, ESI

- Resources book, 1 Demand generation and community participation (Vol-I), Technological option (Vol-II) and water quality monitoring and technological options (Vol-III), RGNDWM/NIRD, 2003

- Hand Book on Sanitation, Ramakrishna Mission (II edition), 2002

- Flash cards on sanitation, UNICEF New Delhi,1988

- School sanitation and hygiene education in India, IRC technical paper series No-39, IRC UNICEF publications,1999

- Training modules on environmental sanitation, UNICEF, New Delhi 1986.

Training Module for
District level District level Resource Persons (Training of Trainers)

Duration
5 days

Objectives
- To plan, organize and conduct training programs at block and village level
- To monitor and evaluate training program

Expected outcome
The participant should able to
- Understand the components of sanitation and factors that influence the health of community and family.
- List out historical/timeline evolution of sanitation programme in the country.
- Understand and explain philosophy, principal and components of TSC.
- Understand institutional mechanism for the implementation if TSC
- Learn & prepare the capacity development plan
- Understand the importance of demand generation, social mobilization and plan IEC activities.
- Understand the important technological option and sanitary up gradations in relation to socio, cultural, geographical factors.
- Learn delivery mechanisms for extending sanitation facilities.
- Understand elements of school sanitation programme for better hygiene practices in the future generation.
- Facilitate different stake holders of TSC to achieve the desired result both qualitatively and quantively.
- Monitor and Evaluate the TSC programme in the district.

Training Schedule

(* Detail sub-points of content and list of reading materials are given separately in the same module)

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Peron	Remark
Day I							
	Registration	1	30 minutes	Schedule	Schedule	Participants and coordinator	
	Inauguration	2	30 minutes	Lecture		Coordinator	
	Pre-test	3	30 minutes	Schedule	Schedule	Participants and coordinator	
	TEA BREAK		**15 minutes**				

	Overview of sanitation & hygiene scenario	4	30 minutes	Lecture & interaction	TSC Guidelines and Manual	TSC Resource person	
	Relation between sanitation hygiene health and quality of life	5	60 minutes	Lecture, case study, group exercise	TSC Manual	TSC Resource person, Participants	
	Need, concept & components of sanitation	6	60 minutes	Lecture interaction & poster presentation	FAQs, TSC Guidelines	TSC Resource person,	
	LUNCH		**60 minutes**				
	-Historical evolution and rationale of TSC -Overview of TSC implementation in the country progress -GOI priorities	7	60 minutes	Lecture PowerPoint presentation	TSC Manual MIS data Plan Reports	TSC Resource person,	
	TEA BREAK		**15 minutes**				
	Institutional mechanism and Start-up activity	8	60 minutes	Interactive discussion and case study	FAQs, TSC Guidelines	TSC Resource person,	
Day 2							
	-Social marketing for Demand Generation and change of behaviour -Group work - PLA techniques -Preparation of IEC action plan	9	180 minutes	Lecture & Participatory Group work	Note on PLA, Flash cards,	TSC Resource person, Participants	
	TEA BREAK		**15 minutes**				
	Briefing for field visit	10	30 minutes			Coordinator	
	LUNCH		**60 minutes**				
	Technology options For IHHLs	11	150 minutes	Lecture , Demonstration, interaction , films, slide, Field visit	Books for RGNDWM, ESI, FAQs	TSC Resource person, Sanitary Engineer	To be covered during field visits as well
Day 3							
	Field Visit	12	6 hrs				
Day 4							

28

	De briefing on field	13	30 minutes	Sharing		Participants	
	School sanitation and hygiene Education	14	75 minutes	Lecture , Demonstration, interaction , films	Technical Notes on SSHE and Design Option	TSC Resource person,	To be covered during field visits as well
	TEA BREAK		**15 minutes**				
	Community complexes	15	45 minutes	Lecture, Demonstration	TSC Guidelines and Manual	TSC Resource person,	
	RSMs/PCs	16	60 minutes	Lecture Group Exercise, Field Visit, case study	TSC Guidelines and Manual	TSC Resource person,	To be covered during field visits as well
	Lunch		**60 minutes**				
	Preparation of Capacity Development Plan	17	120 minutes	Group Work	PIP format, Flash cards, training modules	Participants	
	TEA BREAK		**15 minutes**				
	Programme Management, Administration and Monitoring	18	45 minutes	Lecture & group exercise	FAQs, TSC Guidelines and Manual	TSC Resource person, Participants	
Day 5							
	Presentation of Capacity Development Plan	19	90 minute	PowerPoint presentation, OHP, Charts		Participants	
	TEA BREAK		**15 minute**				
	Training Strategy, methodology lesson plan, preparation with mock exercise	20	120 minute	Group Work		TSC Resource person, Participants	
	LUNCH		**60 minutes**				
	Training Strategy, methodology lesson plan, preparation with mock exercise cont.	21	120 minute	Group Work		TSC Resource person, Participants	
	Feedback & evaluation	22	45 minutes	Discussion, Post test	Schedule	Coordinator and Participants	

Valedictory	23	45 minutes				

> **Detail sub-points of content of and list of reading materials of Training Module for Programme Managers**

- ## Sub-points of the Content

  1. Overview of sanitation and hygiene scenario
     - o Global, Regional, National, State
     - o Comparative analysis

  1.2 Basic relation between sanitation health and quality of life
     - List of disease caused by in sanitary conditions.
     - Unhygienic behaviour and practices

  1.3 Need for Sanitation
     - Health aspect
     - Comfort and convenience
     - Women dignity
     - Privacy
     - Economic benefit to the family (Opportunity cost of sickness for the family)
     - Social and National pride

  1.4 Components of Sanitation
     - Human excreta disposal
     - Disposal of waste water
     - Garbage disposal
     - Personal hygiene
     - Safe water(Collection, transportation, storage and handling)
     - Food Home sanitation & Hygiene
     - Village sanitation

  1.5 Historical evolution
     - Time line of sanitation programme in India
       - o Community development schemes and Bhangi Kashta Muki
       - o Yojana
       - o CRSP
       - o RCRSP
       - o 73RD Amendment
       - o TSC

  1.6 Rationale of TSC
     - Basic philosophy and principles
       - o Participatory – Community led
       - o Demand driven
       - o Social Marketing (IEC)
       - o Low incentive for BPL family
       - o No monitory incentive of APL family
       - o Incentive for better performance to institutions & individuals (driving force)
     - Components of TSC

30

- o Start up
- o Demand generation
- o IHHL
- o School sanitation
- o Women Complex
- o Hygiene education
- o Alternate delivery systems

1.7 Overview of TSC implementation in the country
- • Total project – Physical and Financial outlay
- • Trends in fund allocation of TSC
- • Latest progress
  - o Better performance of State
- • Government priority
  - o Planning for scaling up

1.8 Institutional Mechanism
- • DISTRICT – BLOCK-Village /GP
- • DWSM-DWSC-Core group/Resource group
- • PRI
- • PHED/RD-Health, education, Social welfare and child Development
- • NGO
- • Interface between these institutions
- • Role and functions of each stake holders

1.9 Start-up activity
- • Conducting baseline survey
- • KAP study
  - o Forms/Indicators/Methodology/Time frame
- • Identification and selection of NGO/support organized
  - o Suggested procedure
  - o Important criterion
- • Preparation of Project implementation plan
  - o Process of Plan preparation
  - o Annual Plan
  - o Milestones
  - o Capacity Development Plan
  - o Plan for hardware & software
- • Capacity building
  - o Identification of stakeholders
  - o Identification of training need for different stakeholders
  - o Capacity Development Plan
  - o Available resources persons and institutions
  - o Training strategy, methods evaluation of training programs
  - o Organizing training
  - o Study tours/ exposure visits

1.10 Demand generation
- • Social mobilization
- • Different Communication Strategy
  - o Mass awareness

- Rally, Exhibitions/ demonstration, Pad yatra, hoarding, posters, wall writing , banner, use of electronic and print media, folk media etc
  - o Inter personal communication
    - Home contact drive, group meetings, focus group discussion
  - o PLA Techniques
    - SARAR,PHAST strategies
  - o Opinion community leaders
  - o Institutional drives
    - School, Anganwadi, Scout & guides, NSS, NCC, Religious & Charitable organization, CBOs
- o Preparation of IEC action plan
  - Development of IEC strategy
  - Identification of key messages (Area Specific)
  - Identification of Actors
  - Identification of IEC materials, methods and equipments
- o Capacity development of IEC implementers (actors)
- o Training on communication strategy to concerned persons
- o Role and functions of NGOs and PRIs for IEC and demand generation
- o Successful models of social mobilization in different states
  - Midnapore experience
  - Kerala experience – SEUF
  - Water Aid – Trichy
  - Gujarat – ESI Model
  - TN – GRI – DANIDA model

1.11   Technology options for IHHLs
- Water is a sanitary latrine?
- Site selection
- Different technology options
  - o Pit latrine
  - o VIP latrine
  - o Bore hole latrine
  - o Pour Flush toilet
    - Single pit- Direct pit
    - Without lining – slab on the pit
    - With lining – slab on the pit
  - o Single pit – offset
    - Without lining
    - With lining
  - o Double pit latrines
    - Lined
    - Unlined
  - o Eco Sanitation Latrines
    - Compost latrines
  - o Area Specific designs
    - Water scarce areas
    - High water table areas
    - Black cotton areas

- ▪ Hard rock areas
- ▪ Water logged areas
- o Comparative analysis of different Technological option
  - ▪ Cost
  - ▪ Efficacy
  - ▪ O& M
- o Pan and trap technologies
  - ▪ Material
    - ❖ Cement
    - ❖ Mosaic
    - ❖ Fiber glass
    - ❖ PVC
    - ❖ Ceramic
  - • Design
    - ❖ Rural pan (Less water consuming pans)- UNDP designs
      - o High slopes
    - ❖ Flat pan
    - ❖ Comparative advantage of rural pan
- o Pit covers
  - ❖ Stone slab
  - ❖ RCC
  - ❖ Bamboo
  - ❖ Ferro Cement with proper re-inforcement
- o Superstructure including roof
  - ❖ Local material
  - ❖ Gunny bag/ canvas
  - ❖ Bamboo
  - ❖ Mud wall
  - ❖ Brick wall
  - ❖ Thatched
  - ❖ Hollow blocks
  - ❖ Ferro cement partitions
  - ❖ G I Sheets
  - ❖ Fiber glass
- o Operation & Maintenance of different types of toilets and pans

1.12 School Sanitation and hygiene Education
- • Relevance of school Sanitation
  - o TCCP approach
  - o Components of school sanitation
    - ▪ Hygiene behaviour, hand washing, personal hygiene, nail cutting clean environment
    - ▪ Hygiene practices
    - ▪ Hygiene education
    - ▪ Monitoring hygiene behaviour of students
  - o Role of teachers, students, PTA and PRI
  - o Design & Technology options
  - o Installation, monitoring and maintenance of sanitary facilities

33

- o IEC activities – involvement of students
- o Anganwadi Sanitation
  - Need for sanitary facilities
  - Need for training Anganwadi workers and supervisor
  - Hygiene education

1.13 Community complexes
- Relevance of women sanitary cum bathing cum washing complexes
- Conditions for construction of women community complexes/group toilets
  - o Lack of space in the individual houses
  - o Demand from community
  - o 10% contribution by community
  - o & M responsibility (no scavengers to appointed)
  - o Proper site selection
- Design & Technological option
- Operation and maintenance
  - o Role of self help group/PRIs/CBOs in operation and maintenance
- Accounting and managing complexes
- Success stories (Women complexes in Tamil Nadu)
- Pay and use toilets

1.14 RSMs/ PCs
- Concept and functions of RSMs/PCs
  - o Technology demonstration
  - o Production of material
  - o Purchase and safe of produced items
  - o Technology transfer and services for setting up sanitation facility
  - o Motivation and Demand generation
- How to set up RSM/PCs
  - o NGOs
  - o SHGs
  - o Private entrepreneurs
  - o Nirmithi Kendras
  - o Institutions like cooperatives (i.e. Dairy), Khadi bhandar, PRIs, training institutions etc.
- Norms for location of RSMs
  - o Economics viability
  - o Preferably in market area/ public place
  - o Normally one per block or as project sanction
- Financial management
  - o Fund Support from project for production center
    - Revolving fund
    - Fixed asset
    - Recurring expenditure for a short period
  - o Fund support for RSM only
    - Interest free revolving fund for the project period
  - o Optimal utilization of revolving fund
  - o Maintenance of accounts and records
- Quality control of products
- Case studies of successful RSMs/PCs in the country

- Medinipur/WB
- Trichy-SEVAI
- Alwar-Behord
- UP-Panchat Udyog

1.15 Programme Management and Administration
- Intersection of coordination and convergence
  - PHED/RD
  - Health
  - PRI
  - Education
  - District Administration
  - NGOs etc.
- Role of district level institutions
- Account Maintenance
- Separate account maintenance for TSC at block panchayat level
  - Separate bank account or ledger
- Importance of transparency in accounting
- Mechanism of releasing incentives for IHHLs, IEC, Schools. RSMs, etc.
- Annual auditing and sub mission of utilization Certificate
- Procedure for filing claim for release of second installment
- Management Tools
  - MIS
    - System of data & report generation
    - Submission of monthly progress (Physical & financial) report
    - Comparison of data vis a vis base line data
    - Development of a web site and E-mail id for communication with the project
  - Monitoring mechanism
    - Periodic meetings and reviews
    - Indicators for monitoring
      - Formats
    - Community Monitoring
    - Assets and quality monitoring
  - Trouble shooting
    - Online help from GOI / State web site
    - Through E mail
    - Through written communication
  - Piloting and scaling up

- **Resources/Reference/Material**

- Happy, Healthy and Hygiene – London School of Hygiene and Tropical Medicine
- Guideline on TSC, RGNDWM, Govt. of India 2004
- FAQs, RGNDWM, 2004(www.ddws.nic.in)

- School water supply, sanitation and hygiene education: India, RGNDWM, 2004
- School and Anganwadi Toilets Design-norms and modules, RGNDWM, 2004
- Guidelines for demand generation, RGNDWM. GOI 2000
- IEC Booklets, GOI/NIRD,1999
- Technological options (Sanitation Technology) RGNDWM, GOI,1999
- Technology option for sanitation, Iswar Bhai Patel, ESI
- *Paryavaran Swachta Suvidha,* (Hindi & English) Ishwar Bhai Patel, ESI
- Resources book, 1 Demand generation and community participation (Vol-I), Technological option(Vol-II) and water quality monitoring and technological options (Vol-III), RGNDWM/NIRD,2003
- Hand Book on Sanitation, Ramakrishna Mission (II edition), 2002
- Flash cards on sanitation, UNICEF New Delhi,1988
- School sanitation and hygiene education in India, IRC technical paper series No-39, IRC UNICEF publications,1999
- Training modules on environmental sanitation, UNICEF, New Delhi 1986.

Training Module for
Hygiene Education for District and Block Officials

Duration
2 days

Objectives
- To plan, design and promote hygiene education programme
- To organize training programs on hygiene education at block and village
- To know different aspects of hygiene: personal, home and community
- To identify ways of motivation and disseminating hygiene education

Expected outcome
The participant should able to
- Understand the components for sanitation and factors that influence the health of community and family.
- Learn & prepare the capacity development plan and implement at block and village level
- Understand the importance of demand generation, social mobilization and hygiene education
- Understand elements of school sanitation programme for better hygiene practices in the future generation.
- Monitor TSC programme at block and village.

Training Schedule

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Peron	Remark
Day I							
	Registration and Inauguration	1	30 minutes		Schedule	Participants	
	-Self introduction -Ground rules -Objective of training -Expectation of participants	2	15 minutes	Diad introduction Schedule	Schedule	Participants and Coordinator	
	Pre-test	3	15 minutes	Schedule	Schedule	Participants	
	-Concepts, need of hygiene education and promotion -Prevalent insanitary practice & analysis -Relationship with diseases and quality of life-HE to reduce diseases/improve socio-economic conditions	4	90 minutes	Lecture, discussion, charts, posters, videos, flash cards	FAQs, TSC Manual, Short film, Kit on IEC	TSC Resource Person, Public Health Expert	

	Introduction on Components of Hygiene Education -Personal -Home Hygiene -Community and sanitation	5	30 minutes	Lecture, discussion, on slides videos	FAQs, TSC Manual	TSC Resource Person	
	Personal Hygiene -Hand washing, Face washing, Nail cutting, Eyes cleaning, Dental care, Use of shoes/chappal, clean, clothing &hair	6	90 minutes	Lecture, charts, posters,	Note on hygiene education, photographs,	TSC resource person, Group leader and local guide, Health Expert	
	LUNCH		**60 minutes**				
	Field Visit (In a near by village- must include, school, Anganwadi, health sub-center, HH toilets, public toilets, water points, drainage, -village walk around to periphery Interact with local leaders, GP, user, group, women's group, grass root functionaries	7	4 hours	Guidance notes, Observation check list	Village profile and key statistics	Coordinator and participants	
	Overview of sanitation & hygiene scenario	8	30 minutes	Lecture & interaction	FAQs, TSC Guidelines and Manual	TSC Resource Person	
Day 2							

| | **Home Hygiene**
• Concept of clean home
• Excreta disposal
• Handing food and food safety
• Washing raw fruits and vegetables/avoiding sale /reheated foods
• Water handing, storage, dispensing
• Waste water drainage, recycling, soakage pit/using waster water for kitchen garden/herbal garden
• Domestic water , animal waste, disposal segregation of polythen and recycling
• Compost pit, vermin culture, natural fertilizer
• Protection from rodents, flies and mosquitoes
• Kitchen utensil washing/storage
• Home purification/treatment of water | 9 | 90 minutes | Lecture, discussion, charts, , videos, models | Handouts Technical Designs drawings, Success stories/case studies/best practices | TSC Resource person,- Health Expert and Sanitary Engineer | |

	Community Hygiene	10	90 minutes	Lecture, discussion, charts, , videos, models, case studies	Success stories/case studies/best practices. Photographs TSC manual	TSC Resource person,- Chairman, District Panchayat, Director, RD & Panchayat ,Chief Engineer Public Health Specialist	
	• Disposal of garbage • Excreta disposal • Non-biodegradable collection /recycling • Community composting • Prevention of waste water stagnation-drainage/soakage pit • Promotion of home toilet construction, use and maintenance • Hygiene & sanitation in key institutions: schools, Anganwadis, Health sub-centers, panchayat ghar • Practices that are harmful for public health: colored ice, cut frits and vegetables, sweet shops, tea shops, spurious cold drinks • Leather tanning, cottage industries that do not adopt safety measures-mention a few cremation ground sanitation Removal of animal carcasses – **sensitize** • Tree plantation and care • Innovations like rain water harvesting, pond clearance, community water treatment, waste water auctioning						40

	LUNCH		**60 minutes**			
	Role of Panchayat in promoting hygiene and sanitation • Conduct monthly meeting and discuss hygiene and sanitation issues • Inter- sectoral coordination • Monthly visits to schools, Anganwadis, health sub centers • Walk around by ward members pf GP to monitor hygiene around water points, need for repairs and maintenance, improvement, water stagnation, open defecation • Season related preventive measures to prevent diarrhea/dysentery • Awareness campaigns • Disinfections of open wells • Water quality testing • Distribution of chlorine tablets where required • Storage of ORS in Aganwadi and health sub centers/with panchayat members • Chloroquine tablet stocking and distribution • Promote hygiene practices and innovations	11	60 minutes	Lecture, discussion, models, case studies	Success stories/case studies/best practices. Photographs TSC manual	TSC Resource person -Chairman, District Panchayat, Director, RD & Panchayat Public Health Specialist GP President	

	Exercise in preparing block plans for training of hygiene and sanitation educators/motivators	12	60 minutes	Group Work	Block profile List of resource persons in the state List of institutions and NGOs	TSC Resource Person and participants	
	Post evaluation Areas of clarification Ways tot improve the module	13	30 minutes	Post test	Schedule	Participants and Coordinator	

Training Module for
School Sanitation and Hygiene Education for field functionaries' Primary and Middle school teachers/NGOs heads/supervisors/Gram Panchayat Sachivs

Duration
2   days

Objectives
- To plan, design and promote hygiene education programme in schools
- To discuss different aspects of hygiene: personal, home and community
- To identify ways of motivation and disseminating hygiene education

Expected outcome
The participants will be able to:
- discuss the issue of policy, strategy related to sanitation
- create awareness and motivation the children, parents and community to adopt hygiene practices.
- perform their roles responsibilities in promoting school sanitation.

Training Schedule

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Peron	Remark
Day I							
	-Registration, Inauguration -Participants introduction - forming ground rules for training - pre test	1 2	60 minutes	Participation by trainees	Regi. Forms, Schedule	Training coordinator, Participants	
	Objectives of the training programme and expectations of participants.	3	30 minutes	Discussion		Course coordinator	
	The overall sanitation situation in the country /state - The present status of school sanitation	4	60 minutes	Lecture/ discussion OHP	Hand Out, FAQs, Note on SSHE	Coordinator, TSC resource persons	

	Need and scope of school sanitation and impact on school environmental/education	5	60 minutes	Do	Do	Resource person/Dept. Of Education and TSC	
	Lunch		**60 minutes**				
	Relation between health, water and sanitation. • Water contaminated and Associated diseases (Biological, Physical, Chemical) and preventive measures	6	90 minutes	Discussion/ flash cards/slides/ pictorial Posters/OHP	do	Resource persons from Health Dept.	
	Technological Options **Design, quality, operation and maintenance**	7	60 minutes	Lecture/Demo./ OHP/Models	Hand Out, FAQs, Note on SSHE, Note Design Options, RGNDWM, ESI	TSC Resource Persons, Sanitary Engineers	
Day 2							
	Field visit to best and weak performing Schools and AWCs Validating observation	8	6 hrs.	Observation, checklist, Group work followed by presentation		Coordinator	
Day 3							
	Roles and responsibilities of teacher and students in O&M, and promotion of school sanitation	9	90 minutes	Group work followed by presentation and discussion.	Hand out, Note on SSHE, FAQs	Coordinator, Resource person and participants	
	Roles & Responsibilities of GP Role of the ICDS (AW)	10	90 minutes	Brain storming	Hand out, Note on SSHE, FAQs	Coordinator and resource persons	
	Lunch		**60 minutes**				

	Role of MTA/PTA/VEC/PRI in school sanitation activities. Communication skills / Motivation and counselling techniques	12	60 minutes	Lecture , discussion and exercise	Hand out, Note on SSHE, FAQs, formats	TSC Resource persons and participants	
	Preparation of activity plan for school/Anganwadis	13	60 minutes	Individual assignment	Action plan	Participants	
	Monitoring and sharing feed-back Evaluation of training by the trainees and feed back	14	60 minutes	Post test	Evaluation Performa	Coordinator and participants	

Module-5

Training Module for
School Sanitation and Hygiene Education for District level key functionaries (Education/Health /Rural Development/ Water & Sanitation/ Social and Tribal Welfare/ ICDS/ Head Masters/Others)

Duration
5 days

Objectives
1. To plan, design implement, monitor and evaluate the SSHE
2. Understanding of health and hygiene education related issues in SSHE
3. Conceptual clarity on child friendly technological design options
4. Importance of inter-sectoral coordination in the implementation of SSEH
5. To identify ways of motivation and disseminating hygiene education

Expected outcome
At the end of the training programme the participants will be able to
- develop skills to train field functionaries and teachers
- facilitate District and block level implementation of SSHE
- promote 0&M of the facilities created in the school
- Monitor and assess the impact of the programme

Training Schedule

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Peron	Remark
Day I							
	Registration & Inauguration	1	30 minutes		Reg. Forms	Programme Coordinator & participants	
	Self Introduction/Forming Ground Rules for training Pre evaluation	2	30 minutes	Diad introduction Schedule	Schedule	Coordinator	
	Objectives of training & Expectations	3	45 minutes	Discussions Lecture		Coordinator	

	Current status of wat-san-hygiene in the country – where are we? 1) The overall situation in the country with regard to water resources-diminishing water resources-increasing population & therefore increasing demand/water quality issues **2)** 80 % of water resources are used for agriculture and only 5-7 % for drinking **3)** The overall sanitation situation in the country – Rural and Urban	**4**	60 minutes	Discussion, Power Point Presentation	Note on Sanitation and SSHE, FAQs, Manual	Coordinator, TSC Resource Person	
	Objectives of TSC	**5**	60 minutes	Lecture, Discussions, OHP	TSC guidelines	Resource Person	
	Lunch		**60 minutes**				
	Water, sanitation, hygiene – where are we? 1. The need for safe water and good sanitation 2. The hazards of lack of safe drinking water and sanitation 3. Water and sanitation related diseases – Key interventions for prevention 4. Water & Sanitation is not enough unless there is practice of both personal and public hygiene **5.** Impact of school environment on educational achievement – national development	**6**	135 minutes	Lecture, Discussions Power point presentation	Note on Sanitation and SSHE, FAQs, Manual	TSC Resource Person	
Day 2							
	What is SSHE National Policy (Health, Education, Water) & Objectives of CRSP and the restructured programme 1) What are the key objectives &	**7**	60 minutes	Lecture, Slide	Note on SSHE and TSC guidelines	TSC Resource Person	

	components of TSC **2)** The place of School Sanitation in TSC & its implementation						
	What is the situation in schools (primary schools) 1) Drinking water 2) Sanitation 3) Hand washing facilities 4) Drainage 5) School compound 6) Classroom and learning environment 7) Sanitation, Hygiene, Environment teaching and learning 8) School Health	8	60 minutes	Lecture Discussions , slides	Status Paper on SSHE and Hand outs	Resource Person from Education and health Dept and TSC	
	What are the components of SSHE **Hardware:** 1) Drinking water 2) Toilets for Girls & Boys, (appropriate technologies) 3) Hand washing facilities 4) Drainage of wash water/ around drinking water source 5) School compound – neat and clean – plantations 6) Classroom environment – lighting, ventilation 7) Technology Options	9	60 minutes	Lecture Discussions, Chart	Note on SSHE and Design Options (RGNDWM, ESI), FAQs, Manual	TSC Resource Person, Sanitary Engineer	
	Lunch		**60 minutes**				

		Software:	10	180 minutes	Observations Exercises, Picture cards, Play cards	Note on SSHE and (RGNDWM) FAQs, Resource Book I-unicef , Hand outs	TSC Resource Persons	
		1) Public awareness / IEC about School Sanitation-why is SSHE important for social transformation						
		2) School sanitation and hygiene baseline to set objectives						
		3) School sanitation and hygiene action plan – with budget and responsibilities						
		4) Teachers as leaders in sanitation and hygiene teaching & behaviour development						
		5) Children as resources and motivators to reach families & communities						
		6) Intersectoral coordination: pooling of resources / ideas						
		7) Training of teachers on SSHE & managing SSHE						
		8) Training of Engineers / GP/ District Panchayat / RDD on SSHE & managing SSHE						
		9) Participation: PTAs / VECs / SDMCs						
		10) Child-friendly designs for wat-san facilities						
		11) Choice of technology for wat-san that is environment appropriate						
		12) Choice of designs that are culturally appropriate and gender sensitive						
		13) Protection and maintenance of wat-san facilities						
		14) Quality in design, construction, maintenance						
		15) Quality checking and certification						
		16) Norms, specifications, standards, quality checking						

Day 3							
	The role of the Implementer & Teacher 1) Conduct situation analysis 2) Select schools 3) Mobilize partners 4) Motivate various players and stakeholders 5) Facilitate conduct of baseline 6) Facilitate drawing up of PoA with measurable objectives in outputs and results (behaviour change) 7) Mobilize funds 8) Set up fund flow mechanism 9) Supervise drawing up of IEC and documentation plan 10) Implement capacity development 11) Implement programme 12) Monitoring & Evaluation of the programme 13) Prepare financial reports 14) Send Progress reports 15) Do trend analysis 16) Build enabling environment 17) Identify problem spots & solutions 18) Strive for excellence 19) Hygiene & Health education Operation & Maintenance of the facilities	**11**	6 hrs	Briefing, Lecture, Discussions Sharing of Experience, Brain storming, Charts, Black Board	Hand out, FAQs, Note on SSHE, State Action Plan Template	TSC Resource Person	
Day 4							
	FIELD VISIT **To observe the best and the worst performing schools**	**12**	6 hrs	Field Visit Field Practice Demonstration Area, PLA PRA	Check list	Coordinator and Participants	
Day 5							
	De-briefing	**13**	30 minutes			Participants	
	Case studies/ Success Stories/ Failure	**14**	60 minutes	Brain storming, Charts	Hand outs on success stories and case studies	Resource Person Participants Coordinator	

			120 minutes	Group work, Charts	SSHE action plan template, FAQs, Note on SSHE	Coordinator Resource persons Participants	
	How to plan and design SSHE 1) Starting up 2) Planning workshop 3) Drawing up action plan with phasing 4) Identification of training resource group and organize TOT 5) Training key players 6) Assigning roles and responsibilities : officer in charge (rural development), OIC (district education, Addl dist. Collector 7) Organizing fund flow and financial approvals 8) Monitoring implementation 9) Documentation 10) Institutional linkages						
	Lunch		**60 minutes**				
	Presentation of an action plan	**15**	60 minutes	PowerPoint presentation, OHP, charts		Participants	
	Post evaluation	**16**	30 minutes	Presentation	Schedule	Coordinator Participants	
	Feedback/ Areas of clarification/ Valedictory	**17**	30 minutes	Discussion		Coordinator, Participants	

Module-6

Training Module for
Mart Managers and NGO Heads of Rural Sanitary Marts

Duration
5 days

Objectives
1. To facilitate information building of the Mart Managers on the concept of social marketing and demand responsive approach in the promotion of sanitation and hygiene education programme

51

2. To build knowledge on technical aspects of toilet construction and functioning of water seal toilets and safe disposal of excreta, liquid waste, etc.
3. To sensitize on prevention of water borne diseases and salient features of public health
4. To train Networking and communication skill and develop capacity to train and supervise a group of motivators.

Expected outcome

The participant should able to

- Understand the components for sanitation and factors that influence the health of community and family.
- Manage the RSM and involve in awareness and demand generation for home toilets and support production of the sanitary wares at the production center.
- Ensure that home toilets are constructed for the interested households and the toilets are used.
- Promote better personal, domestic and environmental hygiene behaviour among the community with a view to achieve improved health of the community particularly children.
- Build a solid network between the Panchayats and others

Training Schedule

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Person	Remark
Day I							
	Registration	1	30 minutes		Schedule	Participants, Coordinator	
	Inauguration	2	30 minutes	Lecture		Training Coordinator	
	Introduction/ Familiarization	3	30. minutes	Diad introduction		Participants Coordinator,	
	Pre-test	4	30. minutes	Schedule filling	Schedule	Participants,	
	Outline of Rural Development programmes and place of Rural Sanitation Programme in it	5	60 minutes	Participatory discussions and brainstorming	Brief Note on sanitation	TSC Resource Person	
	LUNCH BREAK		**60 minutes**				
	Present status of sanitation in rural areas and need of sanitation	6	150 minutes	Lecture, Brainstorming, Simulations	Hand outs on sanitation, FAQs,	Resource Person	
Day 2							
	Recapitulation of Day 1	7	30 minutes			Participants,	
	Sources of Disease transmission and its impact	8	70 minutes	Flash Card & Group Discussions and Presentations	TSC manual, photographs, case studies	Public Health Resource Persons	

	Significance and Scope of Rural Sanitation Programme	9	60 minutes	Participatory discussions	Brief Note on sanitation, TSC guidelines	TSC Resource Person and participants	
	LUNCH		**60 minutes**				
	Role of Sanitary Marts in rural sanitation programme - alternate delivery system	10	120 minutes	Discussions	TSC manual	TSC Resource Person	
	Importance of awareness generation on rural sanitation programme	11	60 minutes	Discussions/Team work and exhibitions/ presentations	TSC manual, note on IEC	TSC Resource Person	
Day 3							
	Recapitulation of Day 2	12	30 minutes			Participants,	
	Role and responsibility of Mart Mangers	13	60 minutes	Discussions	TSC manual and FAQs	TSC Resource Person	
	Appropriate technology in Rural sanitation Programme	14	120 minutes	Lecture/Demonstration and participatory discussions	Note from RGNDWM, ESI	Sanitary Engineers and participants	
	LUNCH		**60 minutes**				
	Maintenance of accounts of Sanitary Marts	15	60 minutes	Discussions	TSC manual/ Guidelines	Finance Expert	
	House hold survey and methods of dealing with subsidy and submission of utilization certificate	16	60 minutes	Lecture	TSC Guidelines	TSC Resource Person , Finance Expert	
	Video Presentation	17	60 minutes	Projector	Short Doc. Film		
Day 4							
	FIELD VISIT	18	6 hrs				
Day 5							
	Reporting as a group on experience of field visit	19	30 minutes			Participants,	
	Networking between Panchayat & Sanitary Mart	20	60 minutes	Group Exercise and discussions	Hand out on networking	TSC Resource Person and participants	

		21	60 minutes	Discussions	Hand out	Participants, TSC Resource Person	
Planning of mart activities		21	60 minutes	Discussions	Hand out	Participants, TSC Resource Person	
Preparation and submission of Monthly/annual reports		22	60 minutes	Lecture and Group work	Formats, TSC guidelines and FAQs	Participants, TSC Resource Person	
LUNCH			**60 minutes**				
Supervision of personal working in RSM		23	30 minutes	Lecture, Discussions	Hand out	TSC Resource Person	
Simulation exercise and Evaluation of Training and Conclusion		24	60 minutes	Discussion, post -test	Schedule	Participants, Training Coordinator	

Module-7

<u>Training Module for</u>
<u>Chief Motivator of Rural Sanitary Marts</u>

Duration
5 days

Objectives
- To build knowledge on sources of water borne diseases and preventive measures of the water borne diseases and promote safe sanitation practices
- Skill building on the use of participatory tools training and supervise a group of motivators

- To sensitize on importance of IEC & Communication skills including selection of communication media
- To build knowledge on technical aspects of toilet construction
- To provide ensure clarity about role and responsibilities of Chief Motivator
- To make them aware of the concepts in social marketing and demand responsive approach in promotion of sanitation and functions of Rural Sanitary Marts
- To upgrade the networking skills with Panchayats and monitoring and reporting

Expected outcome

The participant should able to
- Understand the components for sanitation and factors that influence the health of community and family.
- Generate awareness and demand for home toilets and production of the sanitary wares at the production center.
- Ensure that home toilets are constructed for the interested households and the toilets are used.
- Promote better personal, domestic and environmental hygiene behaviour among the community with a view to achieve improved health of the community particularly children.
- Build a solid network between the Panchayats and others
- Monitor the progress

Training Schedule

Day	Content	Session	Duration	Method and Media	Reading Material	Resource Person	Remark
Day I							
	Registration	1	30 minutes		Reg, forms	Participants, Coordinator	
	Inauguration	2	30 minutes	Lecture		Training Coordinator	
	Introduction/ Familiarization	3	30 minutes	Group work (in teams of of two)		Participants, Training Coordinator	
	Pre –test	4	30 minutes	Schedule filling	Schedule	Participants,	
	Introduction to the training programme: Content and Methodology	5	60 minutes	Participatory discussions and brainstorming	Agenda Note	TSC resource person	
	LUNCH BREAK		**60 minutes**				
	Motivator's training • Objective • Principle • Process • Role & responsibility	6	150 minutes	Lecture, Brainstorming, Assessment of events, Simulations	TSC guidelines, FAQs, hand outs, flash cards, charts	Participants, Training Coordinator, TSC resource person	
Day 2							
	Recapitulation of Day 1	7	30 minutes			Participants, Training	

						Coordinator,	
	Sources of diseases transmission and its impact	8	90 minutes	Flash Card & Group Discussions and Presentations	Hand out and photograph on water and sanitation related diseases	Public Health Expert	
	Significance and Scope of Rural Sanitation Programme	9	90 minutes	Participatory discussions	Hand on RSM	TSC resource person and participants	
	LUNCH BREAK		**30 minutes**				
	Role of Sanitary Marts in rural sanitation programme	10	70 minutes	Discussions	Hand on RSM	TSC resource person	
	Importance of awareness generation on rural sanitation programme and use of different media • Flash Card • Street play • Group Discussions • Wall writing • Song squads • Magic show • Video show	11	90 minutes	Discussions/Team work and exhibition/ presentations	Hand on RSM and note on IEC	TSC resource person	
Day 3							
	Recapitulation of	12	30 minutes			Participants, Training Coordinator,	
	Role and responsibility of chief motivators in awareness generation	13	60 minutes	Discussions	Flash cards and note on motivator	TSC resource person	

Appropriate technology in Rural sanitation programme	14	120 minutes	Lecture/Demonstration and participatory discussions	Notes of RGNDWM and ESI	Sanitary Engineer	
LUNCH BREAK		**60 minutes**				
Organizing training programme	15	60 minutes	Discussions/Event Assessments	Note on training and its tools	TSC Resource person	
Training methods	16	90 minutes	Group Exercise	Note on training and its tools	TSC Resource Person and participants	
Day 4						
FIELD VISIT	17					
Day 5						
Reporting as group on experience of field Visit	18	30 minutes			TSC resource person, participants	
Networking between Panchayat & Sanitary Mart	19	60 minutes	Group Exercise and discussions	Hand outs on networking	TSC resource person, participants	
Sharing of experience from a successful chief motivator	20	60 minutes	Discussions	Case studies and success stories	Trained Motivator	
Household Survey Methods and Documenting the Sanitation Diary	21	60 minutes	Lecture	Formats	TSC resource person	
LUNCH BREAK		**60 minutes**				
Simulation exercise and Evaluation of Training and Conclusion	22	120 minutes	Post test	Schedule	Participants, Training Coordinator	

Glossary

1. **Capacity**- it means the ability to carry out stated objectives.

2. **Capacity building**–it refers to a process that improves the ability of a person, group, organization, or system to meet the objectives or to perform better.

3. **Orientation-** it is generally shorter than training lasting for less than a day.

4. **Refresher training-** it takes place several months or a year after an initial training which reinforces past learning, adds new topics and sometimes useful for planning.

5. **Training Need Assessment (TNA)-** it is a tool which tells about who is being targeted and what existing capacity they have in terms of knowledge and practice, in what stage it is and what capacity is needed.

6. **Group Exercise-** it is used to illustrate a concept, to stimulate thought and discussion, to train participant in certain skill or to help participants make their own plan for future activities. This exercise must be followed reflecting on the results reached together with the participants.

7. **Brainstorming**: it cultivates ideas, explanations and interpretations in which a small group of participants puts forward as many suggestions as possible about a precisely formulated theme.

8. **Visualization**: It is process which helps in evolving a clear understanding of meeting discussions, workshops, and the recording of statements in concise and visible way. Concentration and attention of are improved and even shy participants are able to take part more actively. In this, different types of written or image cards are used forcing participant to visualize and react.

9. **Role playing**: It is a training technique in which participants assume an identity other than their own, to cope with real or hypothetical situation and problem.

10. **Exposure visits:** Participants are taken out into real life situation and get the opportunity to observe some elements linked to the training.

11. **Demonstration:** This lets the participants go though an event that illustrate the theme of a session. Participants are asked to participate and at same time observe what is happening.

12. **Pre-test and post test:** In this, same set of questionnaires are administered to the participants before the training begins and at the end of the training to evaluate the learning of participants on which the training is organized.