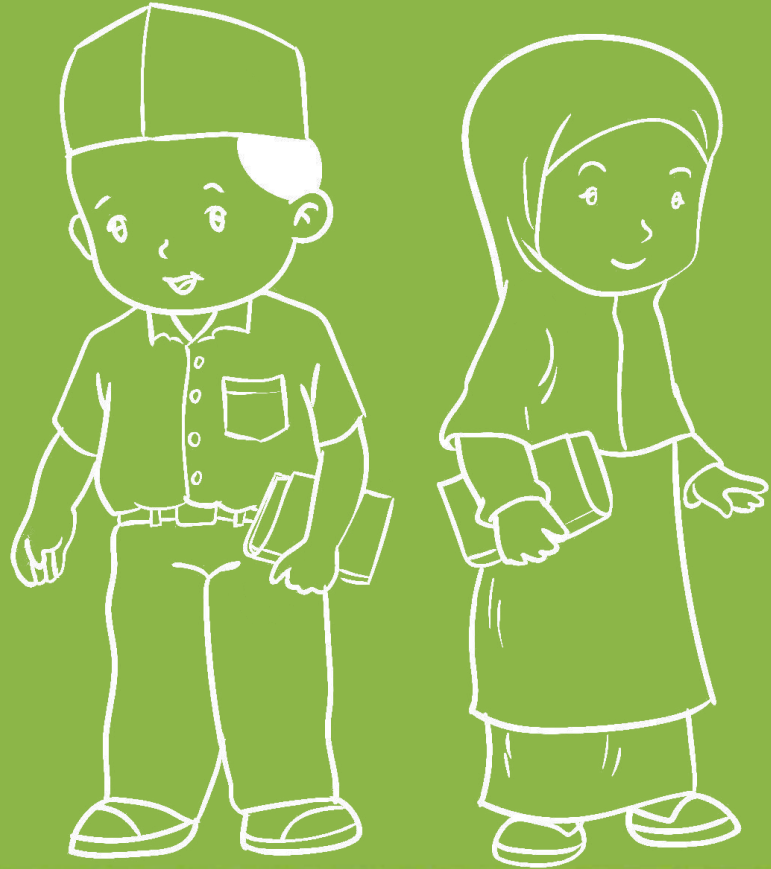


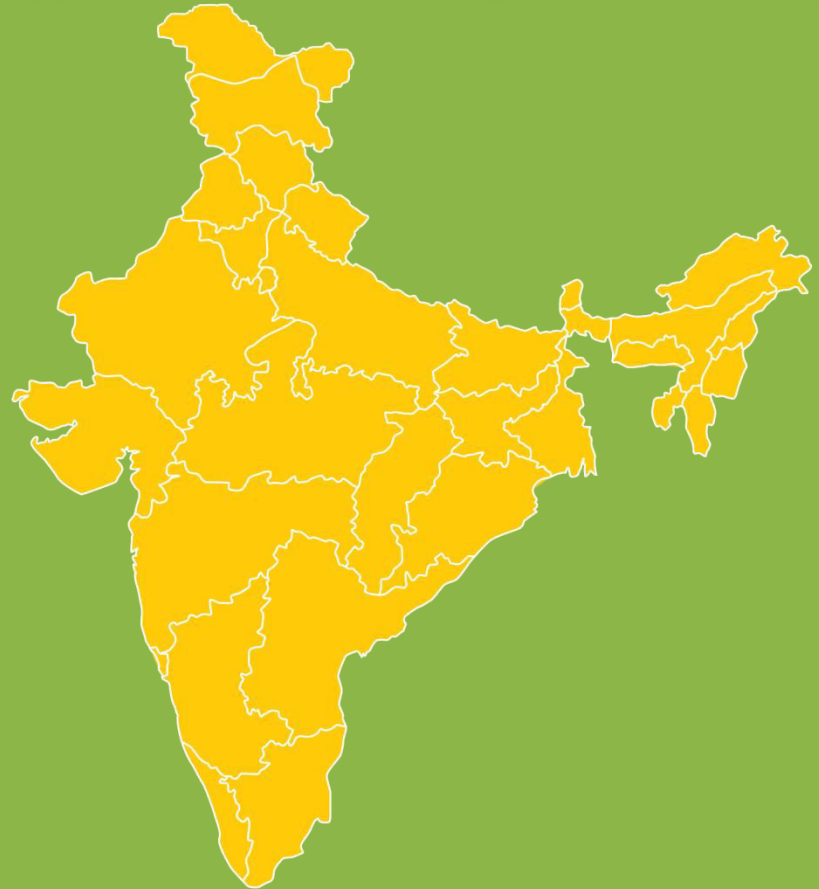
**Hygiene curriculum in
hands of 6.5 Cr
madrasa school kids ; 5.5 lakh
schools pan India coverage**



School Hygiene Curriculum

Madrasas - PAN India

- Choosing states for collaboration 2018 to 2022 in a phased wise manner and reaching 5.5 lacs madras schools and mosques; Budget - 6.60 crores.
- Regional Trainings of Maulavis and Teachers of Madaras
- Introduction of Dettol Soap and Messages in 30 Top/ Big Mosques in India
- Rolling out Dettol Hygiene Curriculum pan India
- Hosting world's first Imams Parliament on Hygiene



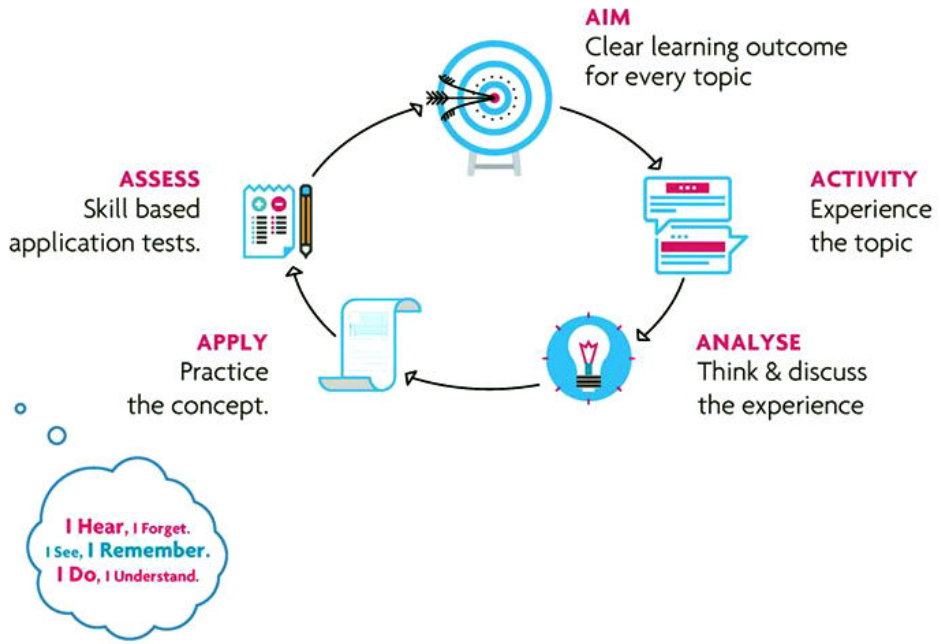
Problem statement

- Low Antenatal Care: Muslims have India's highest fertility rate, 2.61 per woman and have the second lowest access to antenatal care provided by skilled professionals (77%), according to the National Family Health Survey.
- Low education: Muslims, on an average in India are poorer and less educated than Hindus.
- Low maintained toilets: Poor people world over construct and use simple and inexpensive pit latrines but poor Indians refuse to do so even when they can afford the cost. This is because after the pits get full of faeces, somebody needs to clean it manually.
- Constraint: Cleaning toilet work is considered ritually impure. And therein, comes the role of religious texts to take home the message of well being interlinked to proper sanitation and hygiene practices
- Malnutrition: Statistics point that in India, Hindu children, specifically firstborns are remarkably taller than their Muslim counterparts, indicating at the prevalence of stunting significantly in the latter
- External factors: Inadequate intake of food, both in quality and quantity, infection, poor environmental condition, poor mental health, inadequate health services and large family size, are the major contributory factors

Observations

- Islam religious texts have child care messages emphasized, in the form of
 - “There is no bigger sin than neglecting your dependents”
 - “Eat and drink but waste not by excess.”
 - “Educate your children for they are born for a time that is not yours.”
 - “.....start with the girls first”
 - “Cleanliness is half the faith”
 - “Islam has instructed us to wash (hands) before and after our meals, as well as during ablutions”,
- the messages are not enough on their own, to achieve understanding and change in behaviour. It is communication which travels into the practising systems.
- Access to the necessary interventions can also be planned through existing communication structures, whereby, need to access the same can be reinstated through medium which is more convincing to the minds.
- Therefore, communication would need to involve important Islamic structures to enable the appropriate health and hygiene education. Systematic planning, along with the content specific ideas, can be passed on to bring it into the daily habits.

Theory & Practice of Education



About Hygiene Curriculum

To engage in better hygiene and sanitation practices, a hygiene curriculum has been designed for the children

- The curriculum focuses on the children aged between 6 years to 12 years.
- Provided with Teacher's Manual through which teachers imbibe the following to the students:
 - Personal hygiene
 - Hygiene at home
 - Hygiene in school
 - Hygiene during illness
 - Hygiene in neighbourhood
- Based on this, the children are required to fill in the Workbooks for the clear understanding.

Snapshot of Student Workbook

[illegible][illegible]

Level 1

طلبا کے لئے عملی کتاب

ہنگامہ اولیٰ

- ✓ ہنگامہ اولیٰ کے لیے سیکھنا کا طریقہ
- ✓ ہنگامہ اولیٰ (HOTA) کے لیے سیکھنا

درجہ ۱

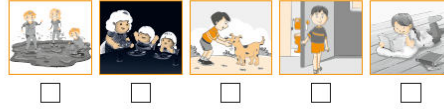
- ✓ ۱۔ خود کی صفائی
- ✓ ۲۔ کمر میں صفائی
- ✓ ۳۔ کمرے میں صفائی
- ✓ ۴۔ کمرے کے دروازے کی صفائی
- ✓ ۵۔ کمرے کے فرش کی صفائی

نام: _____
 سکول: _____



XSEED
 FOR PROGRESSIVE EDUCATION

ہاتھوں کی صفائی



۱۔ ہاتھوں کو صاف کرنے کے لیے پانی سے تر کرنا۔



۲۔ ہاتھوں کو صاف کرنے کے لیے صابن کا استعمال۔



۳۔ ان چیزوں پر (✓) لکھیں جن کا استعمال ہاتھوں کو صاف کرنے کے لیے کیا جاتا ہے۔

۴۔ ہاتھوں کو صاف کرنے کے لیے ضروری چیزیں یہ ۱ کوئی ۱ وجہ لکھیں۔

نوٹ: _____

نیت الحلا کا استعمال



۱۔ نیت الحلا میں مکانی حلیہ پہنانا اور صاف کرنے کے لیے پانی سے تر کرنا۔



۲۔ صفائی کی اچھی عادتوں کے لیے (✓) لکھیں اور غلط عادتوں کے لیے (X) لکھیں۔



۳۔ ان چیزوں پر (✓) لکھیں جن کو اس وقت استعمال کرتے ہیں جب آپ کمرے سے باہر ہوتے ہیں۔



نوٹ: _____

Level 2

طلبا کے لئے عملی کتاب

بچے کا سوچہ: المیا

✓ ۵ تجرباتی مریض کے ذریعہ سیکھنے کا طریقہ
✓ پلاس (HOTS) کے ذریعہ سیکھا

درجہ ۲

حصہ ۱: خود کی صفاتی

حصہ ۲: گھر میں صفاتی

حصہ ۳: اسکول میں صفاتی

حصہ ۴: پہری کے دوران صفاتی

حصہ ۵: آس پاس کی صفاتی

نام: _____
اسکرول: _____



XSEED
FOUNDED FOR LIFE

دست کے دوران دیکھ بھال

۱. اگر کسی کو دست ہو تو آپ کو کیسے بد چلے گا؟

۲. ان کاموں کے ساتھ (a) کا نشان بنائیں جو یہی دست کے دوران کرتے چاہیے۔



۳. ان کھانے کے چیزوں کو گھوٹیں جو یہی دست کے دوران کھاتی چاہیے۔ دو اور چیزیں جوڑیں۔

ٹیل بائ کھجور کٹڈ ٹک چمٹے پورے ٹیا کلا سوسا ٹرنکی کا جوس کھوا آؤ چاٹ پرکے دال کا پانی

الف: _____
ب: _____

ملاحظہ: طاقت دست کے دوران رکھیں جانے والی صفاتی کی پہچان کر سکتے ہیں۔
☐ ہاں ☐ مندرجہ ذیل ☐ نہیں

دست کے دوران دیکھ بھال

۱. اگر کسی کو دست ہو تو آپ کو کیسے بد چلے گا؟

۲. ان کاموں کے ساتھ (a) کا نشان بنائیں جو یہی دست کے دوران کرتے چاہیے۔



۳. ان کھانے کے چیزوں کو گھوٹیں جو یہی دست کے دوران کھاتی چاہیے۔ دو اور چیزیں جوڑیں۔

ٹیل بائ کھجور کٹڈ ٹک چمٹے پورے ٹیا کلا سوسا ٹرنکی کا جوس کھوا آؤ چاٹ پرکے دال کا پانی

الف: _____
ب: _____

ملاحظہ: طاقت دست کے دوران رکھیں جانے والی صفاتی کی پہچان کر سکتے ہیں۔
☐ ہاں ☐ مندرجہ ذیل ☐ نہیں

Level 3

طلبا کے لئے عملی کتاب

چنے کا سوہہ افشا

- ۵ تجرباتی مرحلے کے ذریعہ سیکھنے کا طریقہ
- ۶ ہائس (HOTS) کے ذریعہ سیکھنا

درجہ ۳

حصہ ۱: خود کی صفاتی

حصہ ۲: گھر میں صفاتی

حصہ ۳: اسکول میں صفاتی

حصہ ۴: بیماری کے دوران صفاتی

حصہ ۵: آس پاس کی صفاتی

نام: _____

اسکول: _____



XSEED
FOUNDATION FOR LE

پانی بچاؤ

۱. الف۔ کونسی تصویر میں پانی ضائع ہو رہا ہے؟ اس کو چوبیس۔



بہ۔ ان جگہوں پر صحیح (✓) کا نشان لگائیں جہاں چول پر آپ پانی کی ضائع ہونے سے چاسکھتے ہیں۔

☐
☐
☐
☐
☐
☐

• ہم کے جھلے پانی دھوئیں پر دھو کر کھتے ہیں۔

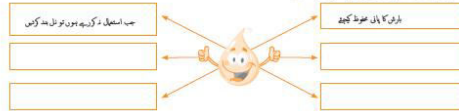
• ہم شیشے کا استعمال نہیں کرتے۔ ہم پانی کے گٹے سے پانی پیتے ہیں۔

• ہم ہر روز آبی مٹی کی گھاسی سے ہاتھ دھو لیتے ہیں۔

• ہم کھانے کو اچھال دیتے ہیں اور اس پانی کو دھوئیں میں دھال دیتے ہیں۔

• جب آبی کر رہے ہوتے ہیں تو ہم ٹوک روک کر دیتے ہیں۔

۲. پانی بچانے کے کچھ طریقوں کو کس میں لکھتے۔



۳. ایک دن کے استعمال کے لئے آپ کے پاس پانی نہیں ہے۔ آپ کو کئی مشینوں کا سامنا کرنا پڑے گا؟ اپنے جواب کے لئے پہلی

بکس سے لفظوں کا استعمال کیجئے۔

پاس پانی صفاتی گھاسی گھاسی گھاسی گھاسی

مستند: _____

مستند: _____

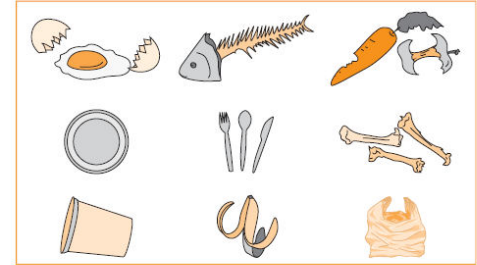
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Hygiene at School - Level 3
Hygiene Education Curriculum 2015

سڑے والے کچرا

۱. سڑے والے مواد کی چھان کس پور سے گھوس۔



۲. آپ نے جن مواد کو گھوسا ہے انہیں ہم کس طرح سے پھینکا جائیگا؟ اس سے ماحول کو صاف رکھنے میں کس طرح سے مدد ملتی ہے؟



۳. ہمیں گھنے والے اور نہ گھنے والے انشیاء کی الگ الگ کون رکھنا چاہیے؟ ۲ سبب بتائیے۔

مستند: _____

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Hygiene at Home - Level 3
Hygiene Education Curriculum 2015

School Kit



Hand washing



Dental



Mosquito



Good and
bad habits

School Box

16 kits assortment of 5 modules

- Module 1: Hand washing; **No of sets: 4**
- Module 2: Good and Bad habits of Toileting; **No of sets: 4**
- Module 3: Cleanliness - Home, School & Neighborhood; **No of sets: 4**
- Module 4: Dental Hygiene; **No of sets: 2**

School Box



- A School box can be used to engage upto 70 children at the same time.
- Since each module is independent and packed separately, teachers can conduct sessions on different modules in different classes simultaneously.
- Each module can be used to engage a class for upto 40 mins.

Module Box



Module 1: Hand washing



Module 1: Hand washing

This kit has a total of 4 activities.



Spread of germs



Hand washing technique



Areas often missed during hand washing



Hand washing Steps



Before and after!

Module 1a: Spread of germs

Why is hand washing important?

Exciting activity to show transfer of germs from one hand to another; conducted with a group of children, germs depicted through colourful glitter.

Purpose: This activity helps children realize how important it is to wash hands. Children also understand how important it is to use both soap and water while washing hands.



Module 1b: Areas often missed during hand washing

Jig saw puzzle challenge to assemble the symbol of a colourful hand. Areas on the hand depicted in different colours, e.g. 'Red zones' on our hands where germs accumulate the most.

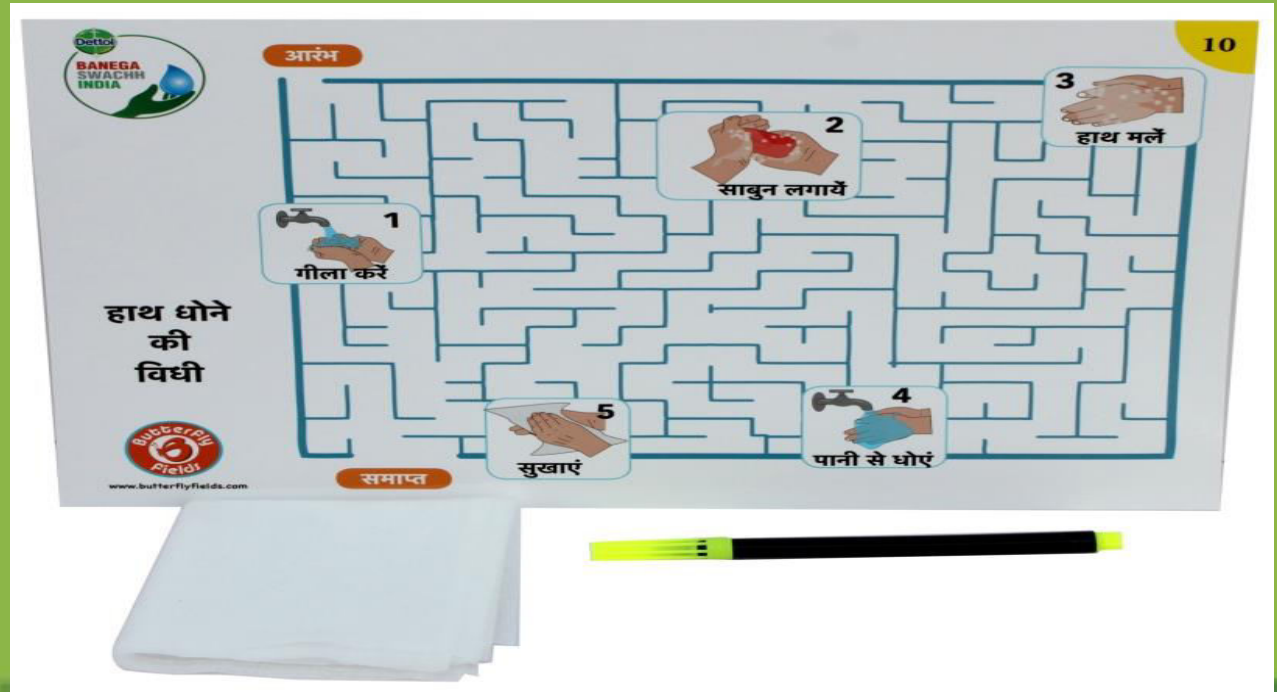
Purpose: children are sensitized towards hand washing technique. to highlight that, just rinsing hands is not enough!



Module 1c: Hand washing steps

How to wash hands?

Exciting Maze puzzle that makes children aware of steps to be followed during hand washing



Module 1d: Before and after!

When to wash hands?

Flash cards for 9 different scenarios in which harmful germs can accumulate in our hands.

Purpose: Kids are sensitized towards washing their hands using proper technique before and after the mentioned acts.



Module 1 Implementation in school

Spread of germs + Hand washing technique: Session time: 30 mins, Class size: 30

- Divide into two groups of 15 each.
- One tube of glitter is enough for 15 kids, two tubes of different color glitter is enough for a session.
- Each kid starts with one color glitter on the hand and then shake hands with others. In the end they all will have both color glitters.
- Teachers now ask them to try and clean glitter off their hands.
- Children try with cloth, only water and water with soap. They see that glitter can only be removed by washing hands with both water and soap.
- This shows that germs on hands can only be removed by washing with both soap and water.

Areas neglected + before and after! : Session time: 30 mins, Class size: 30

- Teachers then spend 10 mins on relating glitter to germs and also talking about different places where they can pick up germs on hands – sneezing, coughing, playing in mud, defecation, nose picking etc.
- Teachers divide the class in 4 groups and use the given 9 flash cards. Children will have to read the scenarios and pledge to wash hands before and after it.
- Children then assemble the puzzle for areas most neglected during the hand wash. They watch the video on how to scrub each area and then wash their hands to learn the technique.

Module 2: Good and bad habits of Toileting

An exciting snakes and ladders game that touches upon issues like open defecation & toilet hygiene. children get to climb the ladder for good habits while they slide down the snake for bad habits of toileting.

Purpose: Through this game children are sensitized towards good and bad habits



Module 2 Implementation in school

Board game: Group size = 4;

No of kids that can be engaged = 16;

Game time = 40 min

- Children play the snakes and ladders game for 30 mins
- Teachers then ask children about the places where they got ladders on the board. These are good habits of Toileting. A positive event helps them relate positively with these events
- Events where they had to face a snake are bad habits of toileting. A negative event makes them realize that the act is a bad one.
- Teacher interaction can take upto 10 mins .

Module 3: Mosquito repellent

An exciting card and board game - children get cards showcasing clean and dirty place. One of the child in the game get the mosquito card. Whenever a child throws the card, the child with mosquito card has to bite if the place shown in the card is dirty or not bite if the place shown in the card is clean

Purpose: Sensitizing children towards clean environment by drawing contrast between a clean place and an unclean place

Module 3 Implementation in school

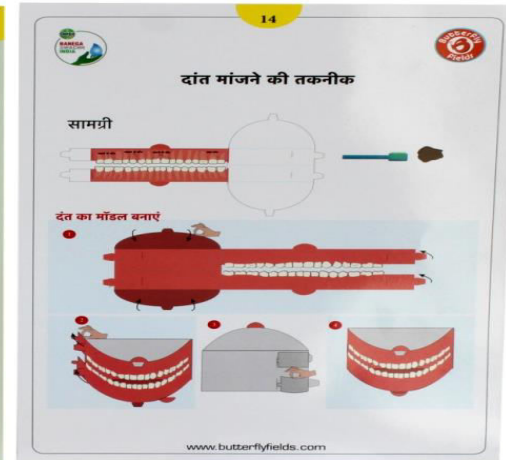
Card game: Group size = 4; No of kids that can be engaged = 16; Game time = 40 min

- Children play the card game for 30 mins
- Teachers then ask children about the places where they get bitten by the mosquito. These shows the clean environment where mosquito does not breed. A positive event helps them relate positively with these events
- Events where they get bitten by snake are dirty areas and breeding places for mosquitoes. A negative event makes them realize that the act is a bad one.
- Teacher interaction can take upto 10 mins

Module 4: Dental hygiene

This kit has a total of 3 activities:

Denture:
Teeth after eating:
Happy tooth & Sad tooth

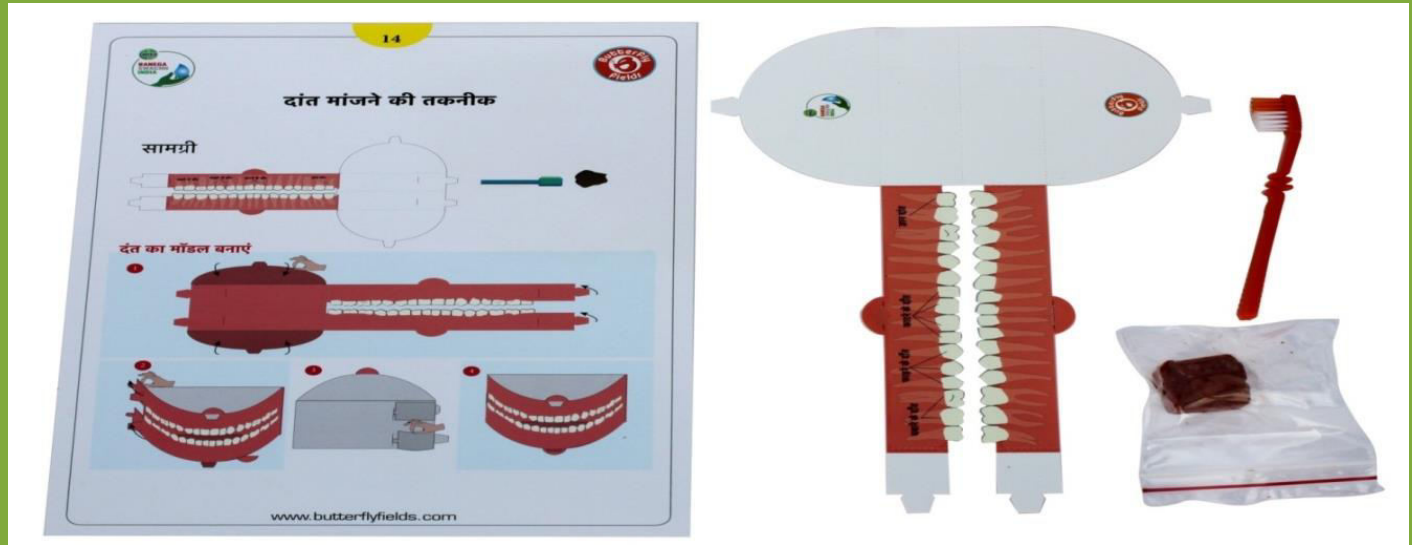


Module 4a&b Denture & Brushing

Making a human denture model & to know about the different types of teeth.

What happens to our teeth when we eat?

Why should we brush regularly?



Module 4c: Happy tooth & Sad tooth

What types of food are good for the health of your teeth and what are not?

This is a challenging match exercise for the children to learn the concept

11

खुश दांत और उदास दांत

नीचे दिखाए चित्रों को मिलाए

केला
आइस क्रीम
सेब
कोलाड्रिंक
चॉकलेट
दूध
हरी सब्जी
लोलीपॉप
गाजर

1. चित्रों को स्केच पेन से लाइन बनाके जोड़ें

2. खानेकी चीजें जो दांतो के लिए अच्छी हैं → खुश दांत (हरे स्केच पेन से जोड़ें)
खानेकी चीजें जो दांतो के लिए बुरी हैं → उदास दांत (लाल स्केच पेन से जोड़ें)

Module 4 Implementation in school

Denture model & importance of brushing: Group of 4 children, 30 mins

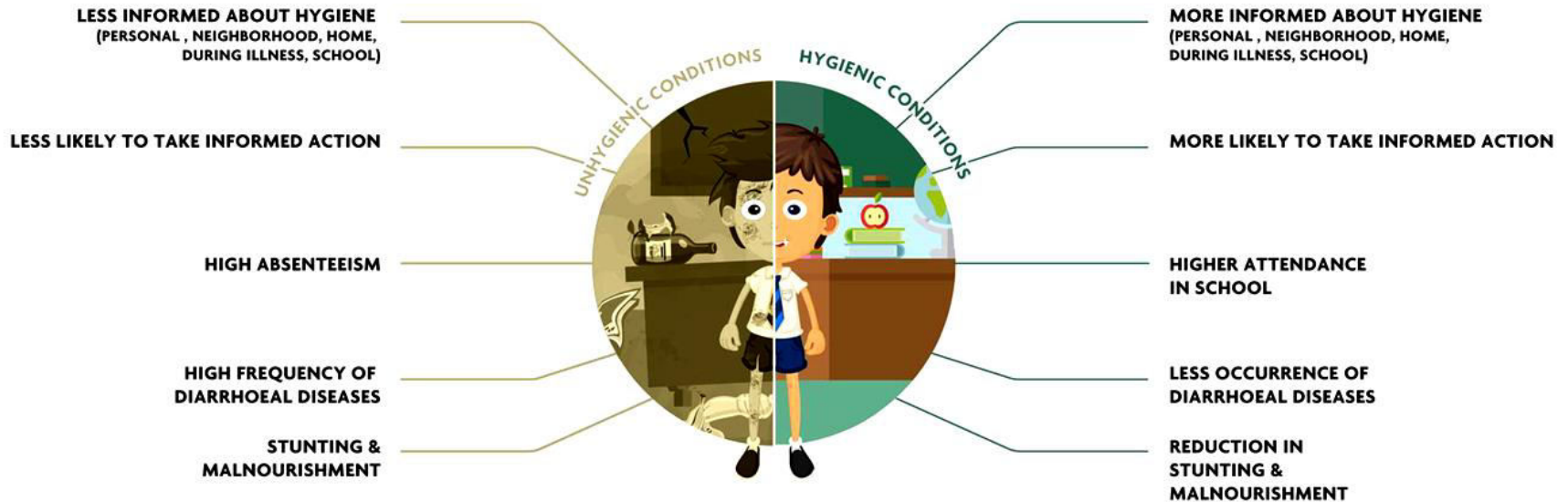
- Children assemble the denture to see the arrangement of the teeth and their function.
- Teachers can make children see in the mirror and compare their teeth with the model. The model can be disassembled & assembled again by all the members of the group.
- Children can also observe the use of their biting teeth, chewing teeth and tearing teeth while they have their meal.
- Children then stick clay pieces to the model to mimic how their teeth would look once they have eaten. This sensitizes them towards importance of brushing.
- Teachers can use the storyboard to help children understand how to use the toothbrush on the model. Through this act, children understand how to use the toothbrush on their own teeth.

Happy tooth & Sad tooth: Group of 4 children, 5 mins per child

- Children use sketch pens to match food good for their tooth with happy tooth and bad for their tooth with sad tooth.
- Children use green colour for good and red colour for bad. The lines can be wiped off by the given cloth for usage by other kids.³

Hygiene & Sanitation:

A Foundation to a Healthy Childhood



Hence it is important to lay a **strong foundation** from the beginning to have a **healthy future**.