

# TRAINING MANUAL

*(A guide for effective dissemination of Knowledge, Attitude and Skills to Social Justice Cell Members for conducting social audit of schemes under DoSJE, GOI)*



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## Training Schedule

**Ten days training of Social Justice cell members to facilitate social audit of Schemes under DoSJE, Govt of India**

<b>Day - 1</b>			
<b>Session</b>	<b>Topic</b>	<b>Time</b>	<b>Facilitator Name</b>
1	Inaugural & Introduction to Training Objective & session plans ,Expectation of participants	10.00 AM to 11.00 AM	CSA- NRCSA/SAU/Official from Social Welfare Dept.
2	Introduction of Participants	11 AM to 12.00PM	NRCSA
3	Setting Up Ground rules, formation of sub groups for reporting ,Time keeping, Cultural activities	12.00 PM to 01.00PM	NRCSA
<b>Lunch Break 01.00 PM to 02.00 PM</b>			
4	Social accountability and Social audits :Background and experience	02.00 PM to 04.00 PM	CSA-NRCSA
5	NRCSA : The need and scope /Action Plan and Processes/Roles and Responsibilities	04.00 PM to 05.00 PM	NRCSA
<b>Day - 2</b>			
<b>Recap of previous Day</b>		09.30 AM to 10.00 AM	
1	Democracy, Constitution, Rights,	10:00 AM- 11:30 AM	External resource person
2	Poverty, Equality, Vulnerability	11:30 AM- 01:00 PM	External resource person
<b>Lunch Break 01.00 PM to 02.00 PM</b>			
3	Indian society and Social exclusion :Marginalisation and Rationale for Reservation and support	10.00 AM to 12.00 PM	NRCSA
4	Approach in facilitating Social audit of schemes under DoSJE(Empathy and Observation )	03.00 PM to 06.00 PM	NRCSA
<b>Day -3</b>			
<b>Recap of previous Day</b>		09.30 AM to 10 AM	
1	Article 15 /Right to education /Situation of SC children-drop outs : Rationale for scheme	10.00 AM to 11.00 AM	ERP/NRCSA
2	Introduction to Schemes – Pre matric scholarships	11.00 AM to 12.00 PM	ERP/NRCSA

3	Process Of Verification (Documents, Interviews, FGDs), Formats	12.00 PM to 01.00PM	ERP/NRCSA
<b>Lunch Break 01.00 PM to 02.00 PM</b>			
4	Introduction to Scheme _Post Matric scholarships	02.00 PM to 03.00 PM	ERP/NRCSA
5	Process of Verification ( Documents ,Interviews , FGDs) , Formats	03.00 PM to 04.00PM	ERP/NRCSA
6	Introduction to Schemes Residential schools (PM SHRESHTHA )	04.00 PM to 05.00 PM	NRCSA
7	Process of Verification ( Documents , Interviews , FGDs) , Formats	05.00 PM to 06.00PM	NRCSA
<b>Day - 4</b>			
<b>Recap of previous Day</b>		09.30 AM to 10.00 AM	
1	Atrocities : The Form & Nature and laws ; Roles of various departments	10.00 AM to 12.00 PM	ERP/NRCSA
2	Introduction to Schemes under PCR	12.00 PM to 01.00PM	ERP/NRCSA
<b>Lunch Break 01.00 PM to 02.00 PM</b>			
3	Process Of Verification ( Documents ,Interviews ,FGDs),Formats	02.00 PM to 03.00PM	NRCSA
4	Participatory Planning; Why and How? Challenges in a SC dominated village	03.00 PM to 04.00 PM	NRCSA
5	Introduction to Scheme – PM AJAY – Article 38-ii ,46	04.00 PM to 05.00 PM	NRCSA
6	Process Of Verification ( Documents ,Interviews ,FGDs),Formats	05.00 PM to 06.00 PM	NRCSA
<b>Day - 5</b>			
<b>Recap of previous Day</b>		09.30 AM to 10.00 AM	
1	Rights of Senior citizen and the vulnerability	10.00 AM to 11.00 AM	ERP/NRCSA
2	Introduction to Schemes : Senior Citizen home	11.00 AM to 12.00 PM	ERP/NRCSA
3	Process Of Verification ( Documents ,Interviews ,FGDs),Formats	12.00 PM to 01.00PM	ERP/NRCSA
<b>Lunch Break 01.00 PM to 02.00 PM</b>			
4	Nasha Mukti Abhiyan : The situation and concerns	02.00 PM to 03.00 PM	NRCSA
5	Introduction to Schemes – Drug De-addiction Centre /ICAI	03.00 PM to 04.00PM	NRCSA

6	Process Of Verification ( Documents ,Interviews ,FGDs),Formats	04.00 PM to 05.00PM	NRCSA
7	Preparation for field visit /team division /Dos and Don'ts	05.00 PM to 06.00 PM	NRCSA
<b>Day 6 – 7</b>			
1	Field exercise of Participants facilitating Social audits – team of 3 for 10 institutions/village	Two full days field	NRCSA /ERP
<b>Day - 8</b>			
1. Pre Lunch	Beneficiary Sabha/Scholarship Mela at Institution/ village	3 hours-Field	NRCSA/ERP
2. Post Lunch	Report writing for Social justice assembly/organising SJAS/Rehearsal of presentation	3 hours-Class	NRCSA/ERP
<b>Day -9</b>			
1. Pre Lunch	Social audit assembly at District level	3 Hour -Field	NRCSA
2. Post Lunch	Reflection ,learning ,challenges	3 Hour-Class	NRCSA
<b>Day - 10</b>			
1	MIS Downloading and Uploading	10.00 AM to 01.00PM	NRCSA
2	Preparing Analytical report	02.00 PM to 04.00 PM	NRCSA
3	Post Assessment and Valedictory Session	04.00 PM to 05.00 PM	CSA-NRCSA/SAU

## Day One

### Session 1: Inaugural, Introduction, Pre -Assessment

S.No	Activity	Time
1	Inaugural	10.00-10:30 am -- 0.5 hour
2	Introduction	10:30-12:00 pm –1.5 hour
3	Pre assessment	12:00-12:30 pm -- 0.5 hour
4	Setting Ground rules and Responsibility	12:30-01:00 pm -- 0.5 hour

#### Objective of the Session:

The basic objective of the session is to break the ice and make participants comfortable in new set up and prepare them mentally for 10 days trainings, motivating them for tasks ahead.

#### Activity -1- Inaugural session

This Session will be conducted in a formal way with Director SIRD and Director SAUs as main speakers. The NRCSA course team will lay down the objectives of the training and the importance of it and also brief about the 10 days training plan. The Guest Speakers will be requested to lay down the importance of social audits and the role of Social justice cell members in facilitation of these audits.

#### Activity -2: Introduction

##### Find the Partner and Introduce each other

This session will be conducted in a unique way, the participants will be requested to pick a chit from a box. The chits will be prepared beforehand based on number of participants and it will contain one part of a proverb or an information ,like **where there is will, there is a way** will be written in two chits and will be folded. The Participants will be then asked to go and find their partners holding other part of the message.

Once done, the trainer will ask them to interact and know each other in pairs, they should know-

**Name, Education, Family Background and one thing that makes her/him happy and one thing that makes them sad**

The trainer will instruct them that nothing should be written, they should just remember and introduce each other.

##### Tips to Trainers:

Maintain time, sometimes it can go longer than expected .Allow them to get friendly with each other.

### Activity -3: Pre -Assessment

Trainer shall explain about the assessment Process and the need to know about the existing ground knowledge of the participants on which the training needs to be built. Then the assessment sheets can be distributed for the participants.

#### Tips to Trainers:

Trainer should be very clear in explaining that this is not an exam but a tool to assess the existing knowledge and take it as a need assessment for improving trainings ,The marks needs to be declared after post assessment ,so that the participants can gauge the improvements ,themselves.

### Activity -4: Setting up Ground rules

The Trainer shall ask the participants to frame ground rules for this training to be followed by everyone .He /she will note all the points raised and mutually agreed on a chart paper and fix it on the wall, o that it is followed in word and spirit. He/she can then add certain points on discipline, use of mobile, timeliness etc.

**Now, the trainer will let all participants in a round formation and ask each one to tell his/her name .The next participant will first tell the previous participants name and then his name, and so the last person will have to name everyone including him & her.**

Reporting team, Discipline team and Hall arrangements team shall be formed as per the choice of the participant's .For each day three persons will be given responsibility to prepare report and present next day. The other teams shall be assigned task of maintaining time and prepare hall for next sessions respectively.

### Session 2: Social Accountability and Social Audit

S.No	Activity	Time
1	Group Discussion	02.00-03:30 pm -1.5 Hours
2	Power Point Presentation	03:30-04:00 pm- 0.5 Hours

#### Objective of the session:

This session is for participants to take them through the basics of social accountability frame work and analyse how their state is performing currently, so that the same mistakes are not repeated and the basic nature of the audit process is kept intact while conducting social audit of Schemes under DoSJE.

### Activity -1

The facilitator will divide the teams' state wise, if there are more participants from one state, divide them into two groups. They will be discussing on three points

1. Process of social audits in their state
2. Challenges faced



### 3. Impact of Social audits.

After half an hour of discussions, each state will present to the group their main points in a chart paper. Facilitator can draw common things from all the states and unique processes followed there. Facilitator will encourage participants to ask questions so that they know about each State's process and their innovations.

#### Activity -2

Now the facilitator will present the Power point indicating the principles and Processes of social accountability and Social audits and tell the participants to find out if currently their state is adhering to these Principles.

### Session 3: Action Plan and Scope: NRCSA

S.No	Activity	Time
1	Power Point Presentation	04:00-05:00 PM

#### Objective of the session:

This session is to inform the participants about the need and scope of the Process of Social audit for schemes under DoSJE, GOI and take them through the process adopted and the future action plans

#### Activity -1

The facilitator will present the power point elaborating about I-MESA scheme and the process that has been adapted since its inception specifying clearly the roles and responsibility of different stakeholder's. The NRCSA role to be clearly spelt out and explained.

## Day Two

### Session 1: Democracy: Constitution: Rights

S.No	Activity	Time
1	Power Point Presentation	10:00-11:30 AM

#### Objective of the session:

This session has been designed to make participants sensitised on the basic features of democracy, the core values, the opportunity to participate and consensus building with a respect to dissent. The framing of preamble, respect for plurality, and special care to the vulnerable forms the core of our constitution and this must be spelt out clearly.

#### Activity: 1

The facilitator will show the PPT which has questions for interaction inbuilt into it .Take time to recap after every section and give examples from local context to bring them on a common thinking platform. This session shall build the rationale for rights from where the schemes of DoSJE originate and so gradually move from rights to schemes,

Let the discussion flow, ask if they are democratic in their daily life, do they behave like dictators in taking decisions at home .How is their behaviour towards the young, old and sick family members? Describe the concept of welfare from these points.

Focus on the difference between justice and social justice and build on the fact that this theory is based on the fact that there has been injustice in the society since ages which still persists .Ask participants if they have ever faced discrimination due to their age, caste, religion, gender, ethnicity and language. Facilitator can start from his example, so that the participants can open up.

#### Tips for the trainer:

Many participants come with lot of prejudices, so slowly work on it and let them speak out, what they have in mind .Do not shout out them. Also many participants can get emotional talking about their experience of discrimination, listen to them very patiently and respect their feelings.

## Session 2: Equality, Poverty and Vulnerability

S.No	Activity	Time
1	Power Point Presentation	12:00-01:30 PM

### Objective of the session:

This session is designed to prove that there lies inequality in our society that needs to be tackled through special provisions enshrined in our constitution through rights and articles. This session needs to prepare ground for the schemes run by Ministry of Social Justice and Empowerment and justify the provisions to weaker sections.

### Activity -1

The facilitator shall show a Power Point Presentation which has all the materials for provoking thoughts and encourage participation. Ensure to encourage the debate on reservation and the need for it. Try to build on the point that these schemes can bring the desired changes to the lives of the most vulnerable and are therefore useful.

The need to ensure the quality of these schemes reaching the most vulnerable should be pointed out and thus need for a social audit must be felt by the trainees.

Tips for the trainers:

The debate of reservation may take an ugly turn so control the debate, so that it remains healthy and tell participants to say their points politely. Let this not end here but tell participants that we can discuss it later also to have our point of view. Focus on the myth of merit.

## Session 3: Indian Society and Social Exclusion: Marginalisation and Rationale for reservation and support

S.No	Activity	Time
1	Power Point Presentation	12:00-12:45 PM
2	Group Discussion	12:45-01:30 PM

### Activity 1:

The Facilitator will present a PPT to describe the Indian societal structure and how it has evolved and try to explain through the cases in the PPT that it is still happening and try to sensitise the participants on forms of atrocities and the cause of it

### Activity 2:

Now the participants will be provided with three selected pages of the autobiography of Om Prakash Valmiki called JUTHAN to be discussed in four groups and find out

1. Why this happened?
2. What is the impact on the child?
3. How you describe the behaviour of the teacher
4. What is the response of the Family Members?
5. What is the response of the Panchayat member and villagers?

**Tips for Trainer:** This is a sensitive issue to discuss so let the debate happen amongst the participants to come out of their prejudices, if any. Do not try to force your thoughts on it. The participants can also share the experience of some of the cases of atrocities around them

#### Session 4: Approach in facilitating Social audit of schemes under DoSJE (Empathy and Observation)

S.No	Activity	Time Duration
1	Physical Activity	10 minutes
2	Interactive Session (Q&A)	25 minutes
3	Slideshow	25 minutes
4	Activity 1	60 minutes
5	Activity 2	60 minutes

#### Objective:

1. To help in developing empathy among the trainees
2. To change their preconceived notion about the beneficiaries availing all the schemes

#### Note to trainers:

One thing the trainer needs to keep in mind is that empathy is something which cannot be learned overnight but rather it is built through experiences/willingness of the individual to connect with others by being in their shoes, so we do not know for sure whether we can increase empathy in ordinary people through formal training. We also do not know whether it is possible to help anyone make a long-term gain in empathy. Some people might be challenging to teach, either because they lack motivation to increase empathy or because they find it difficult to imagine how others feel.

#### 1. Physical activity

Since this is the last session the trainees must be drained of energy and concentration therefore the trainer will call out one of the participants to come forward and show the rest of the members some physical exercises/games to bring back their focus and energy.

## 2. Interactive session

Here the trainer will first start with a question on what empathy is to the participants. By the responses of the participants the trainer will gain some idea on what the participants perceive empathy. This will help the trainer to take up a different approach accordingly depending on the perception and attitude of the participants to help them build up empathy up to some extent.

## 3. Slideshow

After the physical activity and interactive session the trainer will present a slideshow on empathy and how to make use of this skill to conduct effective social audit of GIA institutions. In between there will be some interaction with the participants to grab their concentration and attention.

## 4. Activity 1:

- The trainer will give a piece of blank paper to the participants
- The trainees will be asked by the trainer to write down in that blank paper on;
  - Their most painful moments
  - Their most happiest moments
- After the trainees write down on the paper the trainer will ask them to fold the paper and submit it to him/her. The trainer will then jumble up all the chits together and call out one trainee to come forward and take out one chit and read it and later share his feelings on how he/she felt after reading that chit. This will follow respectively with all the other trainees.

The objective of this activity is to let the trainees be in the shoes of others and to also build in them a feeling of empathy and the skill to understand what others are going through.

## 5. Activity 2 : Charades

*Charades is a fun game where one person chooses a word or phrase to act out, without using words, and the other members of the team have to guess the word or phrase. Use the steps of [Observe and Describe](#) with the person before guessing what the word or phrase is. Since the person is not allowed to use words, it is perfect to refine observation and description skills because one is fully focused on the actions of the person acting.*

In this activity the trainees will be divided in groups and one group will be guessing what the other group is acting upon.

This is one of the steps to build up their observational skills.

## Day Three

### Session 1: Artical-15/ Right to Education/Situation of children drop outs: Rational for the scheme/ importance of education

S.No	Activity	Time Duration (1 hour)
1	Discussion through PPT	20 min
2	Group Activity	10 min
3	Question Answer activity	25Min
4	Recap	5Min

#### Introduction:

In Session -1, we shall discuss about the issue of education & inequality in India. What is the current scenario of Drop out student and their situation? We shall also understand how rights of citizen are protected by Indian Constitution. The aim of the will be to understand social, moral, ethical & legal context that guides the design & implementation of Government Social Programme like Pre & Post Metric Scholarship Scheme. Once we are able to understand these issues, it will be easier to us to see why social accountability is critical to the realizations of citizen rights, without which inequality are not well address by Govt. Programme.

This session begins with PPT presentation, then a group activity will be conducted there after all participant will be given a set of question about Constitution safeguard / Right to education etc. Its participant will be asked to right response based on their own experience. Than Recap.

#### Objective of the Session:

- To understand the factors causing of inequality
- To understand the constitutional safeguard & rights for citizen
- To understand the necessity of Social Programme to address the inequality.

#### Activity- 1:(PPT -20 min)

Education & inequality in India – Discussion about gender, caste, tribe, religions & age in the state context to understand how dimensions of social inequality causes, reinforce and perpetuate poverty among people & group across generations. Constitutional Frame work (Artical-15) - Constitutional safeguard, details about the Article regarding right to education etc. Current scenario of Drop out student and their situation.

#### Group activity (10 min)-2- To understand the current scenario of inequality.

##### Activity Plan

Select 5 person from the group to do this activity.

Ask others to observe the activity and give their reflection at the end of session

Each person will be given paper with a role they have to play. No one will know about their role except themselves. Following characters they have to play for this group work. Only 5 person volunteering for this group work should be given this role and no other person should know about this role.

Dalit boy whose father is working as a labour in the farm of village Sarpanch. His lives in kaccha house outside of village in dalit basti.

Boy from a general caste whose father is working in bank as a bank manager. This boy lives in metro city. He owns bike, computer and mobile phone

Tribal girl is born in the village in Jharkhand. Her parent constantly migrates for construction work to other cities and state. She grew up on construction work site.

A disabled boy lives in a city. His father is Dalit and works as a manual scavenger with municipality. His father died last month in the man hole.

I am a girl from a general caste. My father owns accounting firm. I live in one apartment in Mumbai.

The trainer will ask these 6 actors to stand in one line like in a running race

The trainer will instruct them in public based on the question asked, they either have to move forward or backward according to their roles given in paper.

The trainer will ask the following questions to them.

- I am studying in a private school
- My father drops me at my school everyday
- My mother always comes in parent teacher meeting
- During corona my father bought me phone to study
- I have Wi-Fi in my house
- I go to tuition for better studies
- Every year my parents takes me for holidays
- Once in a month I go to restaurant
- My father gives me 1000 rupees as pocket money every month
- I like doing painting and my mother got me drawing book, oil paint, painting brush.

The trainer should also point out that all general caste people are not rich and they can also be economically backward and may need affirmative action.

### **Activity 3: Question & Answer (20 Min):**

- How will you identify the vulnerable person?
- What do you think about the person?
- What are the different caste, tribe, religion & other group in the village?
- Do you think all community members have equal right and how?
- What happens when the programme fail to reach people, who need the most?

#### Activity 4: Recap: 10 min

##### Expected outcomes:

- The participant will understand multiple dimension of inequality
- The participant will understand the constitutional safeguard & rights for citizen.
- The participant will be able to link inequality with lack of rights

#### Session 2: Introduction of the Schemes – Pre- Metric Scholarships

In Session -2 we shall discuss about the background, Objective & Key features of Pre-metric Scholarships Scheme.

S.No	Activity	Time Duration (1 hour)
1	Group Activity	30 Min
2	Presentation by trainee	10 Min
3	summarise the presentation by trainers	10 Min
4	Recap	10 Min

##### **Introduction:**

Pre matric scholarships to the students belonging to scheduled castes for studies in India

Constitutional Mandate: Article 46 of part-iv (Directive Principles of State Policy) "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."

##### **Article 38 in the Constitution of India 1949**

*The State shall, in particular, strive to minimize the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.*

##### **Objectives of the scheme:**

To increase the gross enrolment ratio of the children belonging to SC communities from 23.0 % in Higher Education to the national average of 27% & the GER in Senior Secondary education of SCs has to increase from the current 56% to the national average in the next five years

To reduce the gross dropout rate among the poorest of the poor children especially the rural inaccessible areas

To ensure the financial assistance to all eligible children belonging to poorest of the poor SC communities with income ceiling of Rs 2.5 lakh, pursuing education in Higher and



Primary/Secondary Education level timely to meet all kinds of educational expenses of the institution he/she study in All States/UTs.

### **Key Features of the Schemes:**

#### **Pre Matric**

- i) The Pre-Matric Scholarship Scheme for SC Students studying in classes IX and X on a full time basis. Their Parent/Guardian's income should not exceed Rs. 2.50 lakh per annum.
- ii) Pre-Matric Scholarship scheme for the children of parents/guardians engaged in unclean and hazardous occupation since 01.04.1977 and 01.07.2012 respectively. Children's studying in Classes I to X on fulltime basis. Scholarship will be admissible to the children/wards of parents/guardians who, irrespective of their caste/religion belong to one of the following categories.

Further, in order to cover the poorest households, the State Governments shall ensure that the poorest students belonging to all the eligible categories are identified and encouraged to enrol under the scheme.

The scholarships are open to Nationals of India only. Any Government School and private schools which have been duly recognized by the concerned State Government/ Union Territory Administration/ Central Board having valid UDISE code. The other eligibility criteria are as follows:

#### **Components of the Scholarship:**

With effect from 2022-23, the students shall be given a consolidated academic allowance, as follows:

Day Scholar- Rs. 3500 per annum

Hosteller - Component 1- Rs. 7000 per annum

Component 2- Rs. 8000 per annum (For Class III-X)

In addition, a 10% extra allowance shall be given to Divyang (Disabled) students.

#### **Objective of the training session:**

- To understand the objective, Key features & provision of Pre-metric Scholarships:
- To understand the background of Pre-metric Scholarships.

#### **Activity: 1**

Group Exercise: This session begins group exercise. Divide the participants into groups. There after group wise handout (Guideline of Pre metric Scholarship) will be given and discuss among themselves for 10 min. After the discussion in the group they need to present in the class. Give each group 5 min to present.

PPT (prepared during training) - Background, Objective & Key features of Pre metric Scholarship –

The trainer will summarise the presentation and hold a discussion focusing on the above point.

Short Recap – 5min

**Expected Outcomes:**

- The participant will understand multiple dimension, key features & objective of the guideline.

The participant will understand the constitutional safeguard of the Scheme.

### Session 3: Process of Verification

S.No	Activity	Time Required
1	Verification of entitlements	20 min
2	Understanding/downloading the MIS of the scholarship schemes	15 min
3	Issues and Verification techniques Activity-1	1 hour
4	Verification in field Activities-2 with volunteers	25 min

#### Activity: 1

In this session, we will learn about the verification methods to be applied in during social audit of pre-Matric scholarship. Evidence is crucial in documenting discrepancies, corruption, grievances, and rights violations during social audits.

Verification is a process of establishing the truth, accuracy or validity of something. With reference to social audit, verification of pre-Matric schemes will be conducted through door-to-door surveys and school visits. Reliability of a social audits depends on a proper verification process carried out by social audit team. The pre-condition of verification is that no complaint or findings should be part of the report unless verified through the following three processes. The final verification takes place during the social justice assembly / public hearing when the social auditor reads the report in public and confirms the evidence.

- Oral verification from parents of the students, school principal/teachers, district welfare officers, grievance redressal officers
- Physical verification of school, IEC material or public posters for awareness
- Documentary verification of bank passbook, application form, grievance application
- To take this session, PPT is attached
- Questionnaire for interviews-

## Introduction to Management Information System (MIS)

Building evidence requires an in-depth understanding of MIS. Details like application time, time taken to approve an application, pending application and rejected application given in MIS should be analysed carefully to formulate your questions in the field.

Under RTI act the information is democratised through the public disclosure of information. It helps citizens understand their entitlement and raise grievances. The act made it mandatory for each government department to categorise and catalogue the information. This information should be made public through various means such as wall painting and digital portals. Social audit facilitators should be certain about the information they required for social audit and have to ask for from the department.

The screenshot shows a web interface for the Mahiti Kanaja portal. At the top, there are four dropdown menus for filtering: 'District\*' (CHIKKABALLAPURA), 'Taluk / City\*' (BAGEPALLY), 'Village/Ward No.\*' (ABAKAVARIPALLI), and 'Department\*' (All). Below these is a 'School\*' dropdown menu (GOVERNMENT LOWER PR) and a green 'Submit' button. To the right of the filters is a search bar labeled 'Search:'. Below the filters is a table with the following data:

Department	Student's SATS ID	Student's SATS Name	Class	Gender	School Name	Student's Scholarship Amount (Rs.)
Social Welfare	xxxxx8615	MAHALAKSHMI	4	GIRL	GOVERNMENT LOWER PRIMARY SCHOOL ABAKAVARIPALLI	1100
Social Welfare	xxxxx8717	RENUKA R	4	GIRL	GOVERNMENT LOWER PRIMARY SCHOOL ABAKAVARIPALLI	1100
Social Welfare	xxxxx8765	YASHWANTH KUMAR A	5	BOY	GOVERNMENT LOWER PRIMARY SCHOOL ABAKAVARIPALLI	1000

***Following are the screenshot taken from the Mahiti Kanaja portal of Karnataka to understand the government MIS***

### Objective of the session:

- To train participant to do verification in the field
- To develop an understanding of the background and need of proper verification in Social Audit.

### Design of the Session

Session one begins with a brief introduction to the concept of verification and its importance in the social audit process. The participants will be divided into groups (depending on the strength) and give themes to discuss how they can verify documents, processes involved, and entitlements in the social audit process. After discussion, they will make a presentation. Each group will be given 10 minutes to present their points. The trainer will summarise the session using key points emerging from both activities.

### Activity 1: Instruction to trainer for Group Work

- Divide the trainees into four groups (also depends on the strength of cohort)
- Give each group charts and a marker pen to write
- Give each of them the following themes to discuss what kind of issues may arise /what should be the process of verification and what documents are needed
  1. Application process on IT portal and renewal of the application
  2. Submission of the application with document and get a receipt or inward copy
  3. Assistance by the school/teachers
  4. Filling a grievances

Each group to present in the format & example is given below:

Issues	Process of verification	Person and documents to be verified
Ex. I applied for a scholarship but have not received it	Oral verification Document verification	Complainant Application form, grievance register detail (if any), District welfare officer, grievance redress officer

- Give 10 minutes to each group to present their findings.
- Ensure that a group leader is selected to facilitate discussion.
- Only one person should take notes.
- Facilitate the group by giving hints if they face any difficulty.

### Session 4: Introduction to Scheme for Post Matric Scholarship

S.No	Activity	Time Required
1	Show the Audio/Visual Presentation	20 min
2	Group Activity	40 min

At the beginning of the session Show the Audio visual Inspiration of Education. And raise the questions about pre and post metric scholarship. And next moving to present PPT explanation of post matric scholarship.

Recall the important points and ask some questions each and every one about post scholarship. The role of everyone is divided into four groups explain important of Constitution in Education, another one pre-post matric scholarship, one more team post matric scholarship.

After complete this discussion Assessment 20 marks questions giving to participants, who has getting marks highest 3 member's rewards giving. At the final Successful Educational Audio video can Show any comments getting from trainees after that end of the session.

#### **Objective:**

- To understand the Post-matric Scholarship in schools and colleges / institutions.
- To understand the use of matric Scholarship in schools and colleges / institutions.
- To understand the variation between Pre-metric and Post-metric Scholarship in schools and colleges / institutions.
- Applications Funding pattern of theme should explained.
- Explain the issues of post matric scholarship.
- Participants will be able to clearly elaborate the process of pre and post matric scholarship at the end of session.

#### **SESSION PLAN:**

Recall the Pre-metric Scholarship in schools.

For show through the Audio video visual for inspiration of Education.

#### **Activity: 1**

Introduce through PPT about Post-metric Scholarship in schools and colleges / institutions: Process, entitlements, provisions, grievance redressal

#### **Activity: 2**

Trainees can be divided into 3 or 4 groups, each group will be given one topic

Ex: Group 1. Explain Constitutional part of Education, Group2 Pre-Matric main theme, Group 3 Post matric main theme. Let each group Present the learnings

#### **Session 5: Process of Verification of Post-Matric Scholarship (1 Hour)**

S.No	Activity	Hours
1	Group Discussion Activity	1 Hour

Previous Session was on the Verification Process during Social Audit of various schemes under Pre-Matric Scholarship Schemes. Now, we will discuss the Verification Process under Post-Matric Scholarship Schemes.

Verification is very essential part of Social Audit Process which involves Oral Verification, Physical Verification and Document Verification. The Process starts with the verification of Complaint/Grievances. When these Complaint/Grievances are verified this leads to their validations. When the Complaint/Grievances are validated then these becomes the findings of Social Audit and stands as a Social Audit Para.

Oral verification- involves Individual/Group Interviews, FGD, and Role Play.

Physical Verification- involves verification of availability of Help Desk, SC-ST Cell.

Document Verification- involves Cross verification of data with the provisions mentioned in the Scheme and MIS.

#### **Objective:**

- To give details of Relevant Record required for the Social Audit of Post Matric Scholarship Schemes.
- To give detail of Process of Physical Verification of Assets (SC Cell, Help Desk).
- To give detail of the methods for Interview, FGD with the Stakeholders and Members of Institutions

#### **Activity 1:**

The participants will be divided into four groups to discuss about

1. Type of issues that might emerge
2. Documents to be verified
3. Key stakeholders to be interviewed/focus group discussions to be held

All the groups shall present and then facilitator can add anything that needs to be covered.

#### **Session 6: Introduction to Residential Schools**

S.No	Activity	Time
1	Q & A	25 Min
2	PPT Presentation (SHRESHTA)	25 Min
3	Quick Recap	10 Min

Dear participants, welcome to 6<sup>th</sup> session of day 2. In this session we are going to discuss on Residential School (SHRESHTA) for SC students.

Education is the most powerful and important instrument by mankind to shape and mould himself in an attractive manner. Education is backbone of nation and it's developing to a society. It brings about a remarkable change in social, cultural, political, religious, moral, spiritual, and change in weaker section (SC & OBC) of the society. Development is improving the quality of the life, socio-economic condition of the community people. Development is a process of change involving the whole society it's economic, social, political, educational as well as the value system its people. The persons belonging to the SCs are economically no solvent, socially dominated by most of the people. They are generally regarded as 'Untouchables'. Development of SCs community seeks to empower individuals and groups of people will the skill they need to effect change within their communities. The weaker section in India have facing many problems to their development and advancement in the

matter of aspect of quality of education due mainly social and economic worse off. Thus, these persons need some additional opportunity & protection for building a society or nation which aspires for equitable distribution of rights and education. Thus education plays an important role to develop weaker section of society.

#### **Objectives:**

- To introduce participants about the schemes
- To discuss key objectives & features of the schemes
- To discuss the eligibility criteria of the students
- To discuss the eligibility criteria institutes/schools
- To discuss implementation & monitoring of the scheme

#### **Design of the session:**

Session 6 will begin with *Activity 1*. After the activity 1, the trainer will explain the scheme with the PPT presentation, discussion and end with the quick recap.

#### **Activity 1:**

The trainer asks following questions to participants:

- Why Residential Schools/Hostels necessary for SCs?
- Write answers on a whiteboard/chart paper.

The Trainer will build on the point that Social and Economic situation of vulnerable communities in the society needs these kind of institutions for continuing the studies. The accessibility of the schools in remote areas is also reason for drop-outs of the students from this community. So, these schools provide an opportunity for the weaker sections to get proper education.

#### **Activity 2:**

The trainer will present the PPT regarding SHRESTHA Scheme and give in details about the provisions and facilities to be provided including the selection criteria for institutions and students.

#### **Instruction to the trainer:**

- Ensure participation from all participants in the discussion
- Trainer has to make the session interactive and link the discussion with the schemes
- Trainer should not forget to take quick recap of the scheme.

#### **Expected Outcomes:**

- Participants will understand necessity and target beneficiaries of the scheme
- Participants will understand the objective and implementation of the schemes

#### **Material Required:**

- Whiteboard/Chart paper and Marker/Sketch pens.
- Projector & Laptop

## Session 7: Process of Verification

S.No	Activity	Time
1	Lecture mode	20 Min
2	Activity 2 (Participants Divide the participants into three groups)	30 Min
3	Recap	10 Min

Previously, we discussed about the Objectives and implementation of the schemes, steps of social audit and formats to collect the data in the field. In this session we are going to discuss, how as social auditors we can conduct field verification and build evidence. Verification is a process of establishing the truth, accuracy or validity of something. With reference to social audit, verification of particular schemes is conducted through work place visits. Reliability of social audit depends on a proper verification process carried out by social audit team. The pre-condition of verification is that no complaint or findings should be part of the report unless verified through following three processes. In the field social auditors undertake - a) Oral Verification from Students and Institutional/school staff through physical and telephonic interviews and group discussions, b) Physical Verification of work place c) Document verification of records and registers in Institute/school, respective departments and web portal. This will be the outcome of the verification process.

### Objectives:

- To train participant to do document, Infrastructure and services verification in the field
- To develop understanding of background and need of proper verification in Social Audit

### Design of the Session:

Session one begins with a brief introduction to the concept of verification and its importance in the social audit process. The participants will be divided in groups and give themes to discuss how they can verify documents and works in the social audit process. After discussion they will make a presentation. Each group will be given 5 minutes to present their points. The trainer will summarise the session using key points emerging from both activities.

### Activity 2:

- Divide the participants into three groups
- Give each of them the following themes for discussion –
  - a. Oral Verification (whom to ask, what to ask?)
  - b. Physical Verification (Where to go, what to observe?)
  - c. Document Verification (Which documents and what to verify?)



- Give each of the groups 15 minutes to discuss and come up with findings that should be presented in on a chart paper.
- Give 5 minutes to each group to present their findings
- Facilitate the group by giving hints if they face any difficulty

**Instruction to the trainer:**

- Ensure participation from all participants in the discussion
- Trainer should not forget to take quick recap of the session

**Expected Outcomes:**

- Participants will develop understanding of background and need of proper verification in Social Audit
- Participants will understand how to document, Infrastructure and services verification in the field

**Material Required:**

- Whiteboard, Chart paper, Marker and Sketch pens.
- Projector & Laptop

## Day Four

### Session 1: Atrocities: The form and Nature (Time: 2 Hours)

#### Objective of the session:

- To develop the understanding about atrocity
- To make participants aware about atrocities happening in the society
- To develop the understanding about forms of atrocity in present situation
- To sensitize participants about the issues related to atrocity

#### Design of the session:

S.No	Activity	Time
1	Question and answer	15 Min
2	Power point Presentation	25 Min
3	Video show and group discussion	20 Min

#### Activity 1:

The session will begin with leading question on atrocity. The trainer will ask participants about what they understand by atrocity? What is the first thing comes in their mind after listening word "Atrocity". After listening from the participants the trainer will discussion about meaning of atrocity and describe it. The trainer will also discussion about discrimination and then ask participants about their experiences about discrimination if they have faced any in their day to day life.

After listening all the responses the trainer will discuss how this kind of discrimination is impacting on overall life of people (physically and psychologically) and how it's affecting their person and social life.

#### Activity 2:

After discussion, trainer will take them through PPT and explain each slide of PPT with real life cases of atrocities, its form and nature.

#### Activity 3:

The trainer will also show them documentary on "India Untouched" for 30 mints. After documentary, the participants will be divided in 4 groups to discuss the discrimination and atrocities at a. Institutions, b. Social, c. Political and d. Economical level.

The groups will present the discussion related to topics assigned to them. The trainer will ensure that participants have understood about atrocity and its related issues.

**Instruction to the trainers:**

- Ensure equal participation of all the participants in discussion.
- Respect the opinion of others

**Expected outcomes:**

- The participants will develop the understanding about discrimination and atrocity.
- They will understand its impact on personal, professional and social life of people.

**Session 2: Name of the session: SC-ST (Prevention of Atrocities) Act. 1989 and Introduction to Scheme under PCR(Time: 1 Hour)****Objective of the session:**

1. To introduce the background of Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989.
2. To introduce what constitute an Atrocity?
3. To introduce provisions and rules of SC-St prevention of Atrocities Act.
4. To introduce different institutions and their role in the implementation of the Act through simulation of case study

**Design of the session:**

In previous session trainer has developed understanding about discrimination and atrocity cases happening in the Indian society. Now the trainer will discuss about the law that try to prevent these cases in India.

S.No	Activity	Time
1	Power Point Presentation	40 Min
2	Discussions	20Min

**Activity 1:**

Brief history and background shall be introduced about SC-STs community. The statistics about number of atrocity cases and data shall be presented from the report. Special provisions relating to compensation, collective fines, special courts, role special public prosecutor, investigation, special officers, norms of compensation, role of police, role of National Commission for SC-ST. The guideline and rules shall also be introduced by the NHRC for rehabilitation and for the victims of Atrocity.

**Activity 2:**

Discussions about the type of case that may be there and the experience of the participants if any can also be shared in this session.

**Instruction to the trainers:**

- Ensure equal participation of all the participants in discussion.
- Respect the opinion of others

- Ensure that participants understand the provision of Atrocity Act and Norms of Compensations.

**Expected outcomes:**

1. The participants shall develop an understanding about the background of SC-ST Atrocities act.
2. The participants shall also develop a critical understanding about the roles and functions of different institutions.
3. Participants will be sensitized to understand the complexity of the implementation of this act and its effectiveness

Material required: A Copy of Acts, Rules and Norms of Compensation.

**Session 3: Name of Session: Process of verification (Documents, Interviews, FGDs and Format (Time: 1 Hour)**

**Objectives of Session:**

- To make participants aware about process of verification
- To introduce formats of verification of compensation related cases of atrocity and inter-caste marriage.

**Design of session:**

S.No	Activity	Time
1	Group Discussions	40 Min
	Summing up	20 Min

**Activity: 1**

The trainer will divide the participants in 4 groups and ask them to list of the parameters, process of verification for compensation related to atrocity and inter-caste marriage. The participants will present their points in group. After group presentations, the trainer has summaries major points that need to check during the verification. Now trainer will give them the formats that are designed for verification. The participants will discuss these formats in group and then trainer will explain them in detail. The trainer will also explain about do's and don'ts during the verification process.

**Methodology:** Participatory method with lecture and group discussion.

**Instruction to trainer:**

- Ensure participation of all
- Respect the opinion of others

**Expected outcome:**

- The participants will understand about verification process and formats
- They will also understood about do's and don'ts during the verification process of sensitive cases.

## Session 4: Understanding the elements of the scheme to develop SC villages into “Adarsh Gram” (Time: 2 hours)

### Objective:

- Understand the rationale for convergence and gap-filling
- Learn about the domains and monitorable indicators to develop SC villages into “Adarsh Gram”
- Understand approach and strategy for integrated development of villages
- Understand the role of Village Development Plan, selection criteria of a village, time frame, “Adarsh gram award”, and funding mechanism in the scheme

### Design of the session:

Open the session with a greeting and with an activity.

S.No	Activity	Time
1	Group Discussions	40 Min
2	PPT Presentation : rationale of the scheme	20Min
3	PPT Presentation : Scheme profile and details	30 Min

### Activity: 1

- Divide the participants into two groups. Ensure fair division based on gender and caste.
- Give chart papers, colour sketch pens and crayons to each group
- Tell one group to create a social and resource map of an upper caste village or a model village.
- Tell the other group to create a social and resource map of a Dalit / SC village
- Give 30 minutes to the groups to create these maps
- Provide the following prompts (verbally) as they start making the maps. These prompts should be shared in regular intervals with groups as per the need:
  - Think about all the important social and physical resources in a village – the ones that should be there. Like water tank, school (teacher, playground, library etc.), primary health centre (ambulance, doctor, dispensary etc.), roads, well, anganwadi, houses, street light, shops, common land, grazing land, farm ownership etc.,
  - For all these important physical resources, think about their condition, operational status/functionality, etc.
  - Think about the social impact these resources have on the village residents in terms of their health, education, income level, living condition, mobility, accessibility, etc.
  - Think about an average house in the village. What resources do they have? For example – water connection, toilet, pension card, vehicle,

- Think about some of the challenges/problems that village residents face in absence of or due to inadequacy of these physical and social resources. For example – high outward migration, poor health indicators, low schooling levels, domestic violence, poor farm yield, high debt, etc.
  - Think about habitability from women, children, elderly people, persons with disability, etc. perspective.
  - Try and detail your social and resource map as much as you can to give us an insight into the design of the village and its impact on the residents.
  - Give an indication to the groups when 8 minutes are left and ask them to start winding up.
  - Give an indication to the groups when 2 minutes are left and ask them to put their chart paper on a chair or stick it on the wall or hold it as a group so that everyone can see it.
  - Ask both the groups to look at each other's paintings through a gallery walk. Give 5 minutes for this.
  - Let the groups to settle down and request them to share their initial thoughts on the exercise, feelings/emotions, and on some of the conversations team might have had while making the maps.
- Now open the discussion (maximum 30 minutes) on infrastructure gaps and gaps in socio-economic indicators through the following prompts.
    - ✓ What are the big differences in terms of infrastructure? And what are the kind of problems/challenges residents face due to absence or inadequacy of these critical infrastructure?
    - ✓ List all the differences on a chart paper.
    - ✓ Discuss each difference more in detail.
    - ✓ Why do these infrastructure gaps exist even after 75 years of independence?
    - ✓ Have you ever raised these questions? If yes, in which forums? What has the response been? If you have not raised them, why?



**Group 2** – Social and Physical resource map of a SC/Dalit village



**Group 1** – Social and physical resource map of an upper caste or a model village.

- How are these problems or gaps not being addressed through annual village development plans or government schemes or finance commission grants or MP/MLA funds?

**Activity -2: Explain the rationale of the scheme vis-à-vis gap-filling for adequate infrastructure development (PPT)**

- Vision and objective of the scheme
- Developmental indicators - show them the 10 domains
- Integrated development approach and strategy
- Convergence (3-4 examples)
  - School playground: wage component from NREGA, compound wall budget from school education/Samagra Shiksha Abhiyan, and untied funds from fifteenth finance commission grant
  - Housing: material costs from PMAY (G), 90 days wages from NREGA, cost of construction of toilet from SBM, gas connection from Ujjwala, electricity connection from Deendayal Upadhyaya Gram Jyoti Yojana, and drinking water connection from Jal Shakti mission
  - Anganwadi centre: Building from Panchayati Raj, colour and material cost from finance commission grant, RURBAN mission, etc.
- Share convergence map print-out (as shared below)
- DP and GPDP – Participation

**List of the Schemes for Convergence**

S. No.	Concerned Ministry /Department	Name of the Programme
1	1 Ministry of Drinking Water and Sanitation	National Rural Drinking Water Programme Swachh Bharat Mission (SBM)
		Swachh Bharat Mission (SBM)
2	Ministry of Human Resource Development	Samagra Siksha and Mid
		National Literacy Mission (NLM)
3	Ministry of Health and Family Welfare	National Rural Health Mission
		Mission Indradhanush
		Janani Suraksha Yojana
4	Department of Rural Development	National Social Assistance Programme
		Pradhan Mantri Awaas Yojana-Gramin
		Pradhan Mantri Gram Sadak Yojana (PMGSY)
		Deen Daya Upadhyaya Antyodaya Yojana-National Livelihood Mission ddd
		Mahddatma Gandhi National Rural Employment Guarantee Act (MGNREGA)

5	Ministry of Power	Deen Dayal Upadhyaa Gram Jyoti Yojana (DGJY)
		Pradhan Mantri Sahaj Bijali Har Ghar Yojana (Saubhagya)
		Unnat Jeevan by Affordable LEDs and Appliances for All (UJALA)
6	Ministry of Petroleum and Natural Gas	Pradhan Mantri Ujjwala Yojana
7	Ministry of Finance	Pradhan Mantri Suraksha Bhima Yojana (PMSBY)
		Pradhan Mantri Jeevan Jyoti Bhima Yojana (PMJJBY)
		Pradhan Mantri Jan Dhan Yojana (PMJDY)
8	Ministry of Skill Development and Entrepreneurship	Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
9	Ministry of Agriculture and Farmers Welfare	Soil Health Card Scheme
		Rashtriya Krishi Vikas Yojana
		National Horticulture Mission
		Technology Mission for Integrated Development of Horticulture in N.E. Region (TMNE)
10	Ministry of Electronics & Information Technology	PMG-DISHA and Common
11	Ministry of Communication	Telecom Connectivity /Bharat Net/Postal Banking
12	Ministry of Women & Child Development	Integrated Child Development Services (ICDS)
13	Ministry of Labour & Employment	Grant in Aid on Child and Women Labour
		Skill Development Initiative
		Craftsmen Training Scheme
		Apprenticeship Training Schemes
14	Ministry of Water Resources, River Development & Ganga Rejuvenation	Repair, Renovation & Restoration (RRR) of Water Bodies
15	Department of Land Resources	Integrated Watershed Management Programme
16	Ministry of Micro, Small and Medium Enterprises	Prime Minister's Employment Generation Programme
17	Ministry of Panchayati Raj	Backward Region Grant Fund
		15 <sup>th</sup> Finance Commission Grant
18	Ministry of New and Renewable Energy	National Biogas and Manure Management Programme
		Solar Energy Programme
		Priority Sector Lending
19	Bank	Differential Rate of Interest Scheme

- 50 socio-economic developmental indicators which can be monitored and its significance in social audit.



### Activity -3

Show the Scheme details (PPT):

- Selection criteria
- Role of VDP
- Time frame
- Funding mechanism
- Adarsh Gram award

#### Instruction to the trainers:

- Make people comfortable
- Speak in simple language about the purpose of the session, objectives, and ground rules
- Emphasise the importance of this topic
- *Exercise specific instructions*
  - *Ensure equal participation*
  - *Provide verbal cues/prompts during the exercise*

#### Expected outcomes:

- The participants should be able to clearly understand the significance of the scheme
- The participants should be able to understand the idea of convergence and gap-filling and strategy/approach to achieve integrated development of a village
- The participants should be able to visualize convergence with various state and central schemes

#### Material required:

- Projector and screen
- Chart papers, colour sketch pen and crayons, sticky notes
- Print out – convergence visual map, copy of VD

### Session 5: Understanding the PM-AJAY schemes (Time: 1:30 Hours).

#### Objectives:

- To orient the participants about PM-AJAY scheme
- To develop the understanding of participants on basic provision of PM Adarsh Gram Yojana
- To understand the rational of merging three schemes
- To learn about the selection of village, schemes implemented and fund flow structure

## Design of Session:

S.No	Activity	Time
1	Group Discussions and Presentation	1 hour

### Activity -1

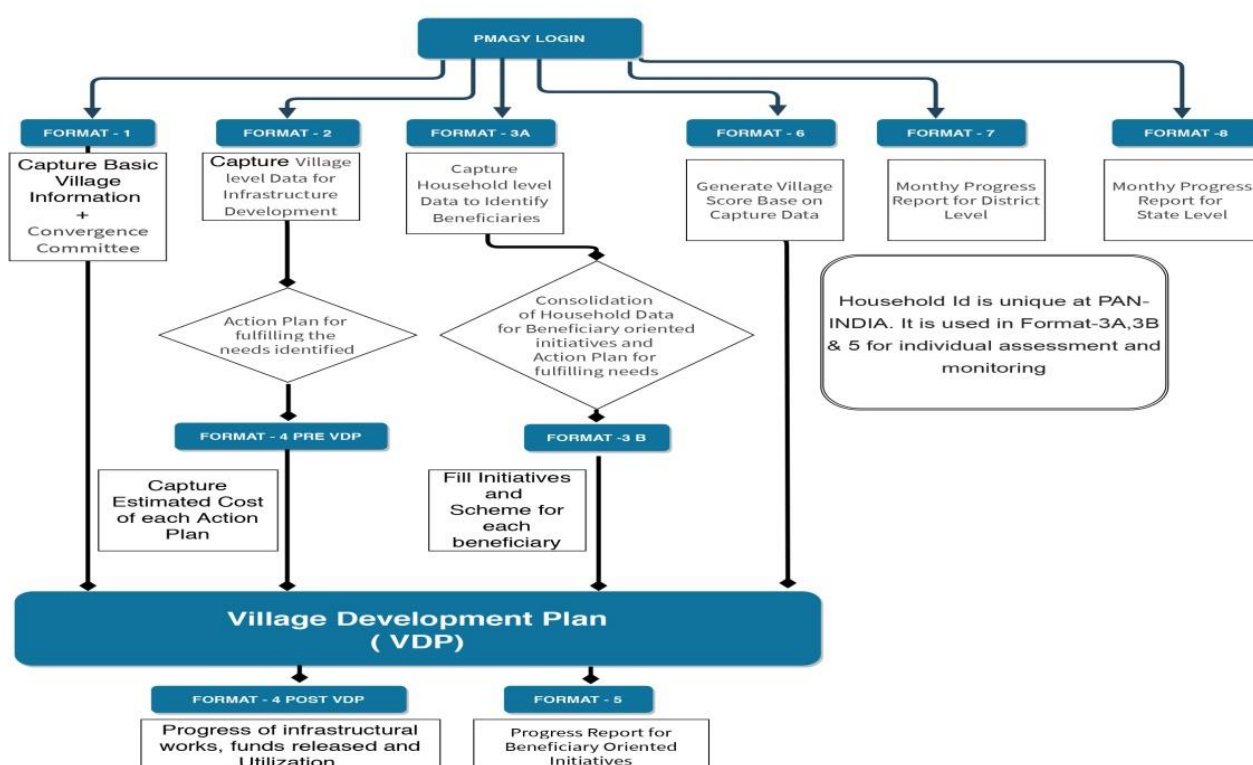
This session begins with the exercise. The trainer shall provide the hard copy of brief guideline to the participants for reading. The 10-15 mints time will be given to the participant to go through the guideline. This will help them to learn basic of scheme. The trainer will ask few questions related to schemes to participants and will collate their responses.

### Questions can be:

- How many schemes are included in PM-AJAY?
- Name the schemes included in PM-AJAY?
- Which villages are given priority under PM-Adarsh Gram Yojana?
- How much is the financial assistance from centre under PMAGY?
- How can implement the scheme?
- Basic works undertaken?

After noting down the responses on above questions, the trainer shall present in details of each aspect of Pradhan Mantri Adarsh Gram Yojana. He/She shall explain the objectives, selection village, eligibility criteria, role of Panchayat/Block/District/State administration in the implementation of PMAGY.

Explain the Work flow chart and fund flow chart of PM Adarsh Gram Yojana.



**Instruction to the trainers:**

- Make people comfortable
- Speak in simple language about the purpose of the session, objectives, and ground rules
- Emphasise the importance of this topic
- *Exercise specific instructions*
  - *Ensure equal participation*
  - *Provide verbal cues/prompts during the exercise*

**Expected Outcomes:**

- The participant will gain knowledge about PM Adarsh Gram Yojana and its aspect.
- They will understand the 10 major monitoring indicators under the schemes.
- Will learn about implementation structure and fund flow

**Material Required:**

- Print out of brief note on scheme guideline
- Projector and Screen

**Session 6: Understanding the Babu Jagjivan Ram Chhatrawas Yojana(Time: 1:30 Hours)****Objectives:**

- To orient the participants about BJRCY scheme
- To develop the understanding of participants on basic provision of BJRCY
- To learn about the basic mandates for construction of hotels.
- To learn Financial component for construction and repairing of hostels

**Design of Session:**

S.No	Activity	Time
1	Group Discussions and Presentation	1 hour

**Activity 1:**

This session begins with the exercise. The trainer shall provide the hard copy of brief guideline to the participants for reading. The 10-15 mints time will be given to the participant to go through the guideline. This will help them to learn basic of scheme. The trainer will ask few questions related to schemes to participants and will collate their responses.

**Questions can be:**

- What are the objectives of scheme?
- Which institutes can be benefited through scheme?
- What are the basic mandates for construction of hostel?

- How much is the financial assistance for construction of hostel?
- Financial assistance for repairing of hostel?

After noting down the responses on above questions, the trainer shall present in details of each aspect of Babu Jagjivan Ram Chhatrawas Yojana. He/She shall explain the objectives, selection process of institutes, mandates of construction of hostel, cost norms for both construction and repairing.

**Instruction to the trainers:**

- Ensure equal participation
- Speak in simple language about the purpose of the session, objectives, and ground rules
- Emphasise the importance of this topic
- *Exercise specific instructions*
  - *Ensure equal participation*
  - *Provide verbal cues/prompts during the exercise*

**Expected Outcomes:**

- The participant will gain knowledge about BJRCY.
- They will learn about the mandates of construction of hostel
- They will understand the financial assistance provided by the Ministry.

**Material Required:**

- Print out of brief note on scheme guideline
- Projector and Screen

## Day Five

### Session 1: Introduction to the Scheme: - Senior Citizen Homes (2 Hours)

Sr.	Topic	Time
1	Presentation on Rights of Senior Citizens	15 Mins
	Q & A	10 Mins
2	Group Activity - Issues of Elderly People- Social, Psychological and Economic	20 Mins
3	Rationale of the Scheme, Vision, Mission and Scope - PPT	20 Mins
	Implementation Mechanism	20 Mins
	Monitoring and Oversight	20 Mins
4	Role Play Activity- Right conduct for conducting Social Audit	20 Mins
5	Video Play- Followed by the learning from it	10 Mins

#### Objective:

1. To make the trainees aware about the entitlements and rights of the beneficiaries
2. To have an insight and knowledge about the scheme
3. To develop attitude, skills and approach in dealing with senior citizens

#### Design of the Session:

##### Activity 1:

Session begins with a brief recap about the rights for Senior Citizens. After that the trainer will explain the topics related to ageing, elderly, and senior citizens. With this, the trainer will elaborate the goals, objectives and components of Atal Vayo Abhyuday Yojna scheme via PPT. The session will also consist of a group activity and a role play followed with a video.

Q&A- 10 Mins

#### Questions to be asked from participation

1. What are the Rights for Senior Citizen?
2. What are the Articles in our constitutions relating to Senior Citizens?
3. Which section of Maintenance and welfare of Parents and Senior Citizens Act, 2007 is related to Atal Vayo Abhyuday Yojna?

The trainer will sum up the Q&A part by bringing out the important aspects highlighted by the participants. After which the trainer will tell them briefly about the objective of the Scheme (AVYAY)

##### Group Activity-2:

Divide the participants into 3 groups. Assign one topic to each group- Social, Economic, and Psycho-Social. Give 10 minutes to all the groups for discussing the topics assigned to them and write the main points on paper/ chart. After 10 minutes of time, let each group come in the front and explain the points.

### Activity 3:

The trainer will explain the relevant points and add the missing issues. Through this group work, the participant will learn the issues of Elderly.

- Rationale of the Scheme, Vision and Scope:- 20 Mins
- Implementation Mechanism :- 20 Mins
- Monitoring and Oversight:- 20 Mins

For the understanding of Scheme, Vision, Scope, Implementation and Monitoring – The trainer will share PPT slides

### Activity 4:

- **Role Play Activity- Right conduct for conducting Social Audit:- 20 Mins**

The trainer will call 4 volunteer participants and divide into 2 groups. In each group one participant will play the role of Social Auditor and another one will be Senior Citizen from Old Age Home. Both the groups will demonstrate different approaches.

(One group will approach positively and other will approach in negative way. For example- Negative approach will be a situation when the Social Auditor will ask senior citizen regarding his/her family background, past life history. Positive approach will be a situation when the Social Auditor will ask positive questions like What kind of diet you get ?, What are the other activities which you would like to add in the Old Age Homes? )

From this role play, the trainer will ask the other participants about their perspectives regarding the approach of social auditor (share observations whether the approach was positive or negative). Through this role play the participants will be able to have clarity and the right approach while interacting with Senior Citizens.

### Activity 5 :

One video will be played by the trainer- (attached)

The trainer will then ask the participants about their learning regarding the video clip. Each participant will share their observation.

### **Outcomes of the Training:-**

The participants will be able to understand the components, key points of the scheme and will also develop an empathetic approach while conducting Social Audit in Old Age Homes.

## Session 2: Topic: Process of verification of Senior Citizen institution.

### Objectives

1. To identify the gaps in the implementation process.
2. To understand factors resulting in the gaps
3. To address the grievances of the residents as well as the staffs

Sr.	Topic	Time
1	Q&A	15 Mins
2	Group Activity - Issues of Elderly People- Social, Psychological and Economic	20 Mins
3	Rationale of the Scheme, Vision, Mission and Scope	20 Mins
4	Implementation Mechanism	20 Mins
5	Monitoring and Oversight	20 Mins
6	Role Play Activity- Right conduct for conducting Social Audit	20 Mins
7	Video Play- Followed by the learning from it	10 Mins

- Q & A about the verification process (Time: 15 minutes)
  - What do you mean by verification?
  - What information do you want to extract through this verification?  
What are the things you want to capture through this verification process?

### Documents to be furnished and verified:

1. License registration of the institution
2. Residents profile register
3. Attendance registers of the staff / staff adequacy
4. Attendance registers of the beneficiaries/residents
5. Diet/Nutrition plan register for the residents/senior citizens
  - Diet for edentulous person
  - Diet for bedridden patients
6. Meeting register
7. Medical documents
  - Medicine record of the patients with different health and mental issues
  - Need to check the type and dose of medicines prescribed to the patients for their health problems.
8. Rehabilitation process for the residents (in and out ratio)
9. Documents with regard to the various schemes availed by the residents (eg; Old age pension)
10. Inspection register

### Physical verification

1. Cross check of documents
2. Infrastructure( kitchen, dormitories, bedrooms of the residents, ventilation, quality of beds and other facilities provided, toilets, ramp and assistance aids, if ambulance is provided during emergency purpose)
3. Hygiene and cleanliness
4. Sick room/ medical unit
5. Dining room
6. Recreation service
7. Counselling room

### Observational verification

1. Observe the body language of the residents and staffs
2. Observe the activities engagement and accessibility of the residents.
3. Observe whether the residents are satisfied/happy with the services provided

### Session 3: Process of verification of Senior Citizen Institution (Time: 1 hour)

S. No	Topic	Hours
1	Activity 1	10 minutes
2	Objectives	10 minutes
3	Activity 2 / Discussion	20 minutes
4	Verification of Document , Physical, Observational	20 minutes

The trainer will first give a brief introduction of himself/herself and then proceed with the session.

### Objective

1. Making the trainees gain knowledge and skills in physical verification process
2. Steps to conduct effective and helpful social audit.

### Activity 1: There will be Q & A about the verification process (Time: 10 minutes)

- What do you mean by verification?
- What information do you want to extract through this verification?
- What are the things you want to capture through this verification process?

A Short discussion will be done based on the response of the trainees/participants after which the trainer will brief them about what verification is all about and highlight on the objectives

### The trainer will explain and highlight the Objectives of verification (10 minutes)

1. To identify the gaps in the implementation process.



2. To understand factors resulting in the gaps
3. To address the grievances of the residents as well as the staffs

### **Activity 2: (Time: 15 minutes)**

The participants will be divided into 3 groups and the topics are

Group 1 documents to be furnished and verified by the social audit team

Group 2 questionnaire for interview with the staffs/residents/FGDs

Group 3 what are the aspects to be focused upon during Physical verification

Discussion time of each group (time: each group 10 minutes)

Next 15 minutes the trainer will be highlighting the points as mentioned below

The participants after group discussion and preparation of chart will be asked by the trainer to come forward and explain on their findings. There will be short discussion among all the group members and the other group members will be asked to add points which the other group failed to add in their presentation/findings.

The trainer after all the groups are done with their presentation will then proceed to sum up by adding some important points which all the groups failed to add. After which the trainer will read out and explain in short some of the documents which are necessary for social audit verification process.

The trainer will also be responsible in sensitizing the trainees about the social audit process and how verification will be conducted with the institution's staffs and beneficiaries. The trainer will be sharing the dos and don'ts during the verification process as well.

1. License registration of the institution
2. Residents profile register
3. Attendance registers of the staff / staff adequacy
4. Attendance registers of the beneficiaries/residents
5. Diet/Nutrition plan register for the residents/senior citizens
  - Diet for edentulous person
  - Diet for bedridden patients
6. Meeting register
7. Medical documents
  - Medicine record of the patients with different health and mental issues
  - Need to check the type and dose of medicines prescribed to the patients for their health problems.
8. Rehabilitation process for the residents (in and out ratio)
9. Documents with regard to the various schemes availed by the residents (eg; Old age pension)
10. Inspection register

The trainer will explain on the Physical verification to be done by the social audit team

1. Cross check of documents
2. Infrastructure( kitchen, dormitories, bedrooms of the residents, ventilation, quality of beds and other facilities provided, toilets, ramp and assistance aids, if ambulance is provided during emergency purpose)
3. Hygiene and cleanliness
4. Sick room/ medical unit
5. Dining room
6. Recreation service
7. Counselling room

The trainer will highlight the importance of Observational verification and then ask the trainers to keep in mind the points as mentioned below

1. Observe the body language of the residents and staffs
2. Observe the activities engagement and accessibility of the residents.
3. Observe whether the residents are satisfied/happy with the services provided

**Instruction to the Trainer:**

1. Ensure Participation from all participation in the discussion
2. Recap

**Session 4: Nasha Mukht Abhiyan (1 hour)**

Sno	Activity	Time duration
1	Introduction to NMBA video	5 Min
2	Discussions	5 Min
3	Power point Presentation	25 Min
4	Q&A	15 Min
5	Discussion	10 Min

**Objective:**

1. Make the trainees aware about the different awareness generation steps undertaken by the Govt of India
  2. How one can take part in stopping substance use disorder
  3. To install the idea of doing away with stigmatization and discrimination against substance users
- Here the trainer will firstly give a very brief note on what Nasha Mukht Bharat Abhiyan is all about after which activity will be followed (5 minutes)

**Activity 1:**

- The trainer will show a short video of the Nasha Mukht Bharat Abhiyan and discuss about any such programme that was held in their neighbourhood and has any one participated in any such events

## Activity :2

Here the trainer will share PPT on the efforts and initiatives undertaken under this Campaign (Nasha Mukht Abhiyan).

15 Minutes Q&A where the participants will be asked certain questions based on the PPT shared. Which states are more prone to substance use / which substance is most commonly used? Are women also addicted to substance use?

10 Minutes discussion on what to do during FGDs in slum areas? Getting knowledge on reach of these programmes, their knowledge about the programmes?

## Session 5: Drug De- Addiction Centre

Introduction of the Scheme (1 hour)

### Objectives:

- To introduce the concept of addiction. What is addiction, types of substances etc?
- To present the issues of Addiction.
- Sensitise the participants about the addiction.
- Aware the participants about the Governments plan for the issue.

### Design of the Session:

S.No	Activity	Time duration
1	Introduction to NMBA video	5 Min
2	Group Discussions	5 Min
3	Power point Presentation	25 Min
	Q&A	15 Min
	Discussion	10 Min

## Activity 1:

Session begins with the play of 5 minutes video related to the subject. The trainers introduces the participants about the objectives of the session. Brief introduction about the issue.

## Activity 2:

Divide the participants into small groups and give topics for discussion. The trainer facilitates the discussion and presentation among the participants.

### Discussion Topics:

What is the impact of drug addiction on the user?

1. Social
2. Financial
3. Physical (Health)

### Activity 3:

30 minutes PPT presentation regarding Constitutional Mandate, (NDPS) Act 1985, NATIONAL ACTION PLAN FOR DRUG DEMAND REDUCTION.

Show some photos related to the subject.

#### Instructions to the Trainer:

- Make the participants to think, talk and analyse about the seniority of the issue.
- For group discussion divide participants into three groups, give the three different topics (social, economic and psychological effects of addiction), and give them 5 minutes for discussion and 3 minutes for presentation for each group.
- Discuss the constitutional framework, objective of the scheme, components admissible for financial assistance, focused intervention in vulnerable areas, programme for drug demand reduction by the states/UTs and National action plan for drug demand reduction in detail.
- Request the participants to ask questions at the end of the session.

#### Suggested lead Questions:

- What do you know about the Addiction?
- How addiction affects to once life, family and Society?
- Can you explain about your experiences with the addicted people?
- What are the stigmas attached to addiction?
- What can done to deal with addiction?

### Session 6: Process of Verification (Documents, Interviews, FGDs), Formats- 1 Hour

**Session Plan:** since it will be the day 5<sup>th</sup>, the participants may feel tired and in order to make the session interesting, the trainer will make them do some stretching exercises.

After the stretching, the trainer will give start the day by sharing the session's plan.

The following topics will be covered under this session:

S. No	Topic	Time Duration
1.	Discussion on the Purpose of the visit by Social Audit Team to the Superintendent/in-charge of the centre/institution	10 Min
2.	Role Play on techniques of visit and verification	40 Min
3.	Discussion on the Formats	30 Min

After introducing the session plan, the trainer will give a brief highlight on the objective behind this process verification training.

**Objective:**

- To understand/learn and assess the drug-de-addiction centres.
- To discuss the role of schemes with the centre staff and the residents.
- To cross-check the records and documents for learning the effectiveness of scheme on the residents.
- To identify the gaps between guideline of schemes and implementation of the scheme.

**Activity 1:**

The Trainer will start by sharing some insights on how to build rapport with the staff which should be prioritized. The trainer will also give the handouts of the scheme as well as the types of de-addiction centres such as IRCA, ODIC to the participants to familiarize themselves about the centres and its functions

The List of the documents/registers that needs to be checked/verified by the social audit team shall be shared with the participants.

**Activity 2:**

The trainer will induct the participants on the environment of a centre – a small role play will be conducted with the participants. Based on the list of documents’ a mock interview session activity will be conducted with 3-4 participants for process verification enacting the role of a staff member, resident, counsellor and a social auditor. The role play should include one person who tries to influence and disturb the process. After role play ask the Participants.

- Whether Social justice cell members were correct in the way they approached?
- What was the behaviour of other Officials and staff?

**Activity 3:**

After the role play mock interview a brainstorming session would be held to look for other ways of cross-verifying the records and documents. Through the role play the participants will understand the process and also dos and don'ts

**Instructions to the Trainer:**

1. Based on mock interview session, a discussion would be held and ask for feedback- about what to do, what went wrong and how to improvise the methods of interview process for better results.
2. The trainer should be empathetic, sensitive about the topic, non-judgmental.
3. Pre-conceived notions towards the institution should be avoided and be non-biased.
4. Encourage all participants to take part in discussion.
5. The trainer should be proactive and not take a monotony session.
6. In between may ask for questions from the participants.

**Leading Questions to the Trainer:**

1. Are you familiar with de-addiction centres?
2. Do you know anybody who is in these centres?
3. Have you visited any centre?
4. Do you think documents and interview process will run smoothly

**Tips to the Trainer**

1. To ensure highlighting the goals and objective of training. This shall be given within the first slot of training as it would give a structure towards the training.
2. To keep the energy up. The trainer should be energetic, positive and solution oriented.
3. To interpret the non-verbal communication. During the mock drill, few participants may not be too engaging that makes the trainer to be more cautious and ensure giving them a space where they can participate and put forward their views. There may be times when the participants may look confused or bored, in such scenario the trainer may give a break.
4. Learnings after each mock drill needs to be tested: this would lead to concentration of the participants and make them more observant and participative.
5. To use humour when necessary: light-hearted moments may be shared to break the monotony.

**Annexure: - The process verification of whom, what and why?**

Whom	What	How
Superintendent	Physical verification of the centres infrastructure	Entry meeting
Doctors/Psychologist	Verification of health records	Document collection
Security	Documents: 1. Medicine register 2. residents profile 3. allocation of fund 4. stock register 5. Visitors register- periodical visits, frequency of visitor etc. 6. No. of Relapse residents	Conduct in-depth interviews- separately with each stakeholders (staff, residents)
Support Staff	Quality of the food should be tasted along with the menu and diet plan of residents.	Interview of the pass-out residents and their feedback
Substance Users	Recreational areas/space and its activities & IEC awareness materials used.	Interview with the district welfare officer
Cook cum Helper	Cross-check of the near-by centres in the area.	Physical verification of overall facility
Social Welfare Department		Combined assembly with the staff, residents, parents

## **Session 7: Preparation for field visit /team division /Dos and Don'ts (1 hour)**

Here the trainer will make them ready the trainees for field visit by instructing them about certain criteria which they need to follow while going for field work.

### **Activity 1:**

The trainer will present a PPT on what the trainees as a social auditor need to keep in mind for conducting a smooth and effective Social audit.

The trainer will highlight the key points on the Dos and Don'ts when the trainees conduct social audit.

In addition to this dos and don'ts the trainer will also instruct about the task flow for different schemes.

## **Day: Six and Seven: Field Practicum**

### **Field exercise of Participants facilitating Social audits – team of 3 for 9 institutions/village**

- The main task of the trainer during field exercise/work is to guide the trainees in implementing inventive techniques for an effective and successful social audit.
- Demonstrate excellent management and interpersonal skills
- The trainer must maintain discipline among the team by adhering to the norms of social audit procedure.

## Day Eight:

### Beneficiary Sabha /Scholarship Mela at Institutions/Village

- The trainer must make sure that Beneficiary sabha for senior citizens and drug-de addiction centre will be more like a focus group discussion keeping in mind the vulnerability and circumstances of the residents in these centres. Here the trainer will guide the trainees/social auditors in facilitating focused group discussion by asking certain questions or bringing out certain topics for discussion by creating a positive and friendly environment where the beneficiaries will be comfortable in sharing their grievances or views.
- For pre and post matric scholarship a scholarship mela /Sabha will be held
- Resident sabha for Babu Jagjivan Chatrawas and Resident Schools
- Gram sabha for PM-AJAY

### Session 1: Report writing for Social Justice Assembly/organising SJAS/Rehearsal of report presentation

S.No	Activity	Time Duration
1.	Report preparation by all the group members	15 minutes
2.	Report presentation	1 hour
3.	Discussion on the evidences and findings on the reports presented by the participants	45 minutes
4.	Finalise the report for social justice assembly	1 hour

### Activity -1

#### ❖ Report preparation by all the group members (15 minutes)

Here the participants will be allowed to give a final touch up to their reports and those groups whose reports are incomplete will be asked to complete it before proceeding with the report presentation. The trainer will constantly monitor their participation and co-ordination and remind the participants to complete the task within the said time limit.

#### ❖ Report presentation (1 hour)

After all the participants complete their report the trainer will ask each of the group members to come forward one after the other and give presentation on their report and findings.

Here the trainer will bring out the errors and mistakes which the participants made on their report and also ask for the opinions and views of the other group members on what should and should not be done.

The trainer will highlight the key point that needs to be kept in mind while making a report basing on the report presentation of the groups.

There will be Q&A time after each of the group presents their report.



## Activity -2

### ❖ Discussion on the evidences and findings on the reports presented by the participants (45 minutes)

When all the groups complete their report presentation the trainer will highlight the major errors committed by different groups and also discuss with them the evidences collected by the groups.

The trainer will cross check the evidences and ask the groups to check whether the groups verified according to the guidelines laid down by the Ministry.

If there are no strong evidences to support the findings the issues will be dropped.

The trainer as well as the trainees will both have a discussion on whether the findings/report needs to be rectified and filtered down.

The trainer will also remind the trainees that in the social justice assembly groups of each of the scheme will be presenting and if the report presentation is lengthy and time consuming the audiences will lose focus therefore the trainer will guide the groups in adding only the important points in the presentation in order not to waste time.

## Activity -3

### Finalise the report for social justice assembly (1 hour)

After the discussion and report presentation the groups will sit down together and make necessary changes in their report.

The trainer will constantly be with each of the group in guiding them to frame the report.

The groups after finalising their report will seek final confirmation and finalization of the report from the trainer.


If there are any changes to be made again the groups will start working on it.

The final touch up of the reports will be made by the trainer.

Lastly, after finalisation of the report the following points will be shared by the trainer to the group members to make them ready for the Social Justice Assembly;

### **Key points for report presentation on Social Justice Assembly**

1. Introduction of the group members before presenting the report
2. Brief highlight on what the scheme is about
3. Start with positive points first before sharing the issues
4. Pictures of evidences can be shown while presenting the issues

 The trainer will finally share the order of programme for Social Justice Assembly and ask them to keep in mind the time management during report presentation.

- ✚ The trainer will give the final task to the participants by requesting them to make creative chart display on the main aim & objective of the different schemes that has been audited.

### **Social Justice Assembly -Tentative Programme Schedule**

<b>S.no</b>	<b>Programme</b>	<b>Speaker/Facilitator</b>	<b>Time</b>
1	Welcome address	State level Officials of Social Welfare Dept./District Collector/District social welfare officer	11:00-11:15 AM
2	Objective of the Process	NRCSA	11:15-11:30 AM
2	Action Plan and Work flow NRCSA-DoSJE	NRCSA	11:30-11:45 AM
3	Opening Remarks	Guest of Honour	11:45-12:00 PM
4	Presentation by Field groups and Discussions & Response from respective department heads	NRCSA	12:00- 01:30 PM
5	Concluding Remarks	Dignitaries present	01:30-02:00 PM
6	Vote of Thanks	NRCSA	02:00-02:10 PM

## **Day Nine**

### **Social Audit Assembly at District Level**

This is a forum for discussion on the validated report of social audit findings after completion of the social audit process of all schemes in the district. A panel should be constituted to take corrective actions based on social audit findings and the response of the implementing agencies on these findings. , who need to be mandatorily present on this day. The members of the panel would be

- District Magistrate
- District Social Welfare Officer
- District Education Officer
- Chairperson of standing committee on the theme of Social welfare in District Panchayat
- CSO representative working on the theme

Here the task of the trainer is to make sure that the presentation of the Social Audit report must be short and crisp and that it should not exceed the limited time set for presenting their reports. The trainer must also ensure that after every presentation time is given to the concerned department/stakeholders for validation and clarification on the issues raised.

## Day Ten

Session	Activity	Time
1	Reflection, Learning Challenges	2 hours
2	Introduction to MIS	1 hour
3	State analytical report Preparation	1 hour
4	Post assessment and Valedictory session	2 hours

### Session 1: Reflection, Learning Challenges

#### Objective:

The participants will reflect on the process, challenges and the steps to carry out the social audits of the schemes under DoSJE thus providing an opportunity to each other for peer learning.

#### Activity -1

The Participants will be divided as per their Scheme audit team groups and they will present their experience on the documents that should be verified, the stakeholders one should meet and ask and the process that should be followed for social audit of that particular scheme.

Each group shall present their discussion points and questions can be asked by any participants for clarification.

Material Needed: Chart Paper and Sketch Pencils

### Session 2: Introduction to MIS

#### Objective:

This session is to guide the participants about the information that is available in MIS about these schemes for verification.

#### Activity 1:

The facilitator shall show a PPT with all links and open it one by one for the participants and tell them to try it with their android phone .Task should be given to the participants to explore the state level sites for these schemes also.

Material needed: PPT

### Session 3: State analytical report Preparation

#### Objective

This session is to orient the participants about their role in preparing state level analytical reports after the social audit is over for policy level dialogues.

### **Activity 1:**

The facilitator will show a PPT about the lay out and topics for these reports and relate it with MGNREGA social audit site from which analytical reports can be downloaded. Questions and queries of participants can be answered.

Material needed -PPT

## **Session 4: Post assessment and Valedictory session**

### **Objective**

The post assessment of the participants will be done repeating the same pre assessment questionnaire and adding the new to know about the improvement that they have made in ten days.

### **Activity 1:**

The participants will be asked to sit with one seat vacant in between in a examination centre mode and the assessment sheets will be Provided .They will be allotted half an hour time and ensure that everyone has put their name in it.

Material needed: Post assessment questionnaire 1 and 2

### **Activity 2:**

It is a time to thank everyone and so facilitator should ask some participants about their feedback and then call Director SIRD and SAU for distributing photographs of the training and motivate participants for future task ahead.

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**NATIONAL RESOURCE CELL FOR SOCIAL AUDIT**  
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