



(A Society under Education Department, Govt. of NCT of Delhi)  
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F.No.DE.29(1)(103)/SS/Admin/Social Audit/2022/ 5739-5740 Date: 05/03/26

### **PUBLIC NOTICE**

In pursuance of the revised guidelines of Social Audit of Samagra Shiksha issued by the Ministry of Education, Government of India, it is hereby notified that Samagra Shiksha-Delhi intends to conduct Social Audit for the Financial Year 2025-26 covering 60% Government schools under, GNCT of Delhi.

For conducting the Social Audit of Samagra Shiksha in schools, an Institute refers to a higher education institute including Universities, Colleges and Technical Institutes with a National Assessment and Accreditation Council (NAAC) rating of grade B+ and above.

Priority should be given to SAU of the respective State/UT. If it is not feasible for any State/UT to identify and sign an MoU/agreement with a SAU or Institute(s) with a NAAC rating of A and above, the States/UTs may be permitted to identify an institute with NAAC rating of B+ and above for carrying out the activities pertaining to Social Audit of Samagra Shiksha.

As per the guidelines, of Ministry of Education, GoI, the Society may engage Universities/Colleges/Technical Institutes for conducting the Social Audit of Samagra Shiksha in Govt. schools, with a higher education institute including Universities, Colleges and Technical Institutes with a National Assessment and Accreditation Council (NAAC) rating of grade B+ and above.

### **Background**

The Department of School Education & Literacy launched an Integrated centrally sponsored scheme for School Education, Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The thrust of the Scheme is to support States and UTs to improve the quality of school education across all levels. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 in order to ensure inclusive and equitable, quality and holistic school education.

The revamped Samagra Shiksha has been aligned with NEP 2020, which includes support to pre-school education and Teaching Learning Materials (TLMs) to all children, National Mission on Foundational Literacy and Numeracy, Holistic Progress Card, tracking of

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learning outcomes as well as transition of children, induction of qualified counsellors at secondary and senior secondary level in a phased manner, language teachers, Capacity Building of Teachers (50 hours CPD), bag-less days and internships, support for Out of School Children in the age group of 16-19 years through open schooling, separate stipend for CWSN girl child, provision for identification of CWSN and resource centre at block level, expansion of schooling facilities including residential hostels, KGBVs etc., provision for Hub and spoke model in vocational education, provision for smart classroom and support for DIKSHA, support for assessment cells in SCERT etc. Further, under the MMMER component of Samagra Shiksha, provision for support for Social Audit has been included for covering at-least 20% of schools per year so that all schools are covered at least once in a period of five years. In addition, major goals to be achieved for each intervention/component have been defined. Various key performance indicators relating to each interventions/component have been developed to monitor the progress from time to time.

### **Social Audit of Samagra Shiksha**

Social Audit means the process in which people collectively monitor and evaluate the planning and implementation of a program or scheme. Social audit is a democratic process that ensures public accountability of agencies through a systemic demand of information by the community in response to the programs that have already been implemented by the government or other agencies for a particular area/community. Social audit is not only an audit of expenditure or decisions but also covers the issue of equity and equality in program implementation. The people and the government jointly monitor the scheme in a social audit. It brings on board the perceptions and knowledge of the people, involves them in the task of verification and also brings about much greater awareness and acceptability of the government schemes.

### **Need and Mandate for social audit**

Samagra Shiksha is a centrally sponsored flagship scheme of Government of India that provides support for quality education for all children from pre-primary to senior secondary level. In addition to tracking the progress of the scheme through a robust MIS e.g., PRABANDH portal for monitoring physical and financial progress, it is also important to monitor the implementation of the scheme in the field independently. This will bring to light field-level challenges which might not be visible otherwise and help in taking corrective measures. It is widely recognized that social audit is a powerful tool to ensure the participation of people in the monitoring of the scheme and this leads to improved implementation. Social audit is also needed to ensure the overall safety of students such as infrastructure safety, psycho-social safety, health & physical safety and cyber safety. It is important to make different stakeholders i.e., children, parents and community; aware about various aspects of safety and security viz. One of the key purposes of social audit exercise is to emphasize the 'Zero Tolerance Policy' against any negligence on the part of any individual or management when it comes to the safety and security of children in schools. Social audit will bring the following safety aspects into light to ensure the physical and psychological wellbeing of the students.



## Objectives of Social Audit

- I. The basic objective of Social Audit is to enhance public accountability in Samagra Shiksha implementation.
- II. To ensure that the entitlements of a child as guaranteed under the RTE Act and funded through Samagra Shiksha are being provided in the school, in a timely and equitable manner.
- III. To verify the timely issuance of authorization to spend to the School/SMC by appropriate Government under Single Nodal Account of Samagra Shiksha-SIS.
- IV. To check the Status of infrastructure (Classroom, Furniture, Toilets, Drinking Water, and Electricity Facility etc.) in the school along with status of works initiated through the funds sanctioned.
- V. To ensure a feeling of safety in schools for all students specially girls.
- VI. To check the enrolment, retention and completion of schooling of students in the school.
- VII. To share and verify information placed under school report cards (generated under UDISE+). To initiate and sustain an educational dialogue between all grass root level stakeholders viz. Teachers, HM, SMC, Students, LA/PRI's members and Education Officials etc. to improve the school development.
- VIII. To develop a participatory approach towards school development through community support.
- IX. To protect rights of Children with Special Needs (CWSN), students from marginalized/vulnerable sections in school.
- X. Support the execution of the School Development Plan (SDP) along with the execution of School Safety Plan (SSP).

Accordingly, sealed financial quotations are invited from interested and eligible Universities/Colleges/Institutes for undertaking the Social Audit of Samagra Shiksha-Delhi. Signing of the MoU According to the MoE's approved guidelines, the training programme for social audits can commence only after the state and SAU/ institute sign an MoU with an appropriate body to execute the social audit exercise.

**The total financials approved as per the guidelines of Social Audit for inviting the Financial Quotation is Rs. 373.71 Lac (0.5% of State Budget approved in PAB 2025-26) for conducting Social Audit of Samagra Shiksha-Delhi covering 60% of Govt. Schools in Delhi in the F.Y. 2025-26 is as under:**

All Management (DoE, NDMC, DCB, MCD) wise No. of Schools	
Classes	No. of Schools
1 <sup>st</sup> – 5 <sup>th</sup>	1551
6 <sup>th</sup> – 8 <sup>th</sup>	11
6 <sup>th</sup> – 10 <sup>th</sup>	66
6 <sup>th</sup> – 12 <sup>th</sup>	437
1 <sup>st</sup> – 12 <sup>th</sup>	495
<b>No. of total Govt. Schools</b>	<b>2560</b>
<b>60% of Govt. Schools is 1536 Schools</b>	

Coverage Area	Name of Districts of GNCTD
16 Districts	Central, East, New Delhi, North, North East-I, North East-II, North West A, North West B-I, North West B-II, South, South East, South West A, South West B-I, South West B-II, West-A, West-B

**Scope of Work:**

SAU/Institute must maintain a higher standard of transparency, accountability, objectivity, impartiality, and professionalism for itself.

The roles and responsibilities of the SAU/Institute would be as follows:

- a) Identifying master trainers
- b) Selecting Cluster Social Auditors and other resource persons required for facilitating the social audit
- c) Capacity building of resource persons
- d) Preparing annual calendars
- e) Deployment of cluster social auditors (CSAs) for social audit as per calendar
- f) Direct payment to all the cluster social auditors (CSAs)
- g) Monitoring the quality of the audits
- h) Ensuring and monitoring of data entry in online mode and hosting reports in the public domain
- i) Analyzing/Sharing social audit reports

**Before applying please refer the following:**

1. **The Revised guidelines of Social Audit of Samagra Shiksha issued by the MoE, GoI. Copy enclosed with the Public Notice.**
2. **Roles & Responsibilities of various stakeholders is annexed as Annexure—I**
3. **Training and Capacity Building of Social Audit Resource Persons is annexed as Annexure—II**
4. **Questionnaire for Social Audit for data collection is annexed as Annexure—III**

**Submission of Documentation/Detailed Reports**

A detailed completion draft report of the project will be prepared and shared as per the guidelines of MoE, GoI.

**Terms and Conditions for Compliance:**

1. The applicant institution must be a recognized University/College/Technical Institute with valid registration.
2. Quotations should be submitted on the official letterhead of the institution, duly signed and stamped by the Head/Authorized Signatory.
3. The proposal should clearly outline methodology, resources to be deployed, timelines, and financial charges.

4. Quoted financial charges should be inclusive of all expenses, with applicable taxes shown separately.
5. The institution shall ensure confidentiality of all data, documents, and information received during the audit process.
6. The institution must submit an undertaking of compliance with all applicable government rules, regulations, and guidelines.
7. The institution has to submit 2% of EMD of the total value of estimated cost of Social Audit i.e. Rs. 373.71 Lac. This EMD shall be valid for 3 months.
8. The successful Institution/ University will submit Performance guarantee @ 3% of work order value which should be valid for 6 months.
9. Delay in submission of the final report beyond the agreed timeline may attract penalties or cancellation of the award.
10. If any dispute arises, the jurisdiction shall lie under the Hon'ble court of the GNCT of Delhi.

**Submission Details:**

Interested Universities/Colleges/Institutes may submit their quotations in sealed envelope addressed to:

State Project Director  
Samagra Shiksha-Delhi,  
Room No. 14, Old Secretariat,  
Delhi-110054

Last date of submission: 16/03/2026 (up to 5:00 PM)

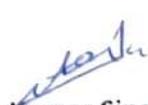
The quotations will be opened on 17/03/2026 at 11:00 AM in the presence of representatives of submitting institutions (if any).

**This issues with the prior approval of the Competent Authority.**

  
Jitendra Kumar Singh  
Deputy Director of Education  
Samagra Shiksha-Delhi

F.No.DE.29(1)(103)/SS/Admin/Social Audit/2022/5739-5740 Date: 05/03/26  
Copy to:

1. S.O (MIS/IT) – with a request to upload on the official portal of Samagra Shiksha-Delhi
2. Guard file.

  
Jitendra Kumar Singh  
Deputy Director of Education  
Samagra Shiksha-Delhi

F. No. 1-2/2021-IS-9  
Government of India  
Ministry of Education  
Department of School, Education and Literacy  
\*\*\*\*\*

Shastri Bhawan, New Delhi  
Dated: 12.09.2023

To,

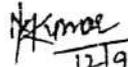
Secretary (School Education) of all States/UTs

Subject: Revised Guidelines for Social Audit of Samagra Shiksha- regarding.

Madam/Sir,

The undersigned is directed to say that the existing guidelines for Social Audit of Samagra Shiksha as circulated vide this Department's D.O. letter dated 26.10.2022, has now been revised. The revised guidelines for Social Audit of Samagra Shiksha is enclosed for information and necessary action please.

Yours faithfully,

  
12/9/2023  
(Murari Kumar)

Under Secretary to the Government of India  
Email - kumarmurari.singh@gov.in  
Tel: 011-2338-5585

Copy to:

1. State Project Directors, Samagra Shiksha of all States/ UTs
2. Director (NCERT) with a request to revise the Modules in line with the revised guidelines for Social Audit of Samagra Shiksha.



# **Guidelines for Social Audit of Samagra Shiksha**



**Department of School Education & Literacy**  
**Ministry of Education**  
Government of India



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## LIST OF ABBREVIATIONS

Abbreviation	Full Form
ATR	Action Taken Report
BEO	Block Education Officer
BRC	Block Resource Centre
BRC/BRP	Block Resource Centre/Block Resource Personnel
CAL	Computer Aided Learning
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CRC/CRP	Cluster Resource Centre/Cluster Resource Personnel
CSA	Cluster Social Auditor
CSO	Civil Society Organization
CwSN	Children with Special Needs
DEO	District Education Officer
DIET	District Institutes of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DoSE&L	Department of School Education & Literacy
DPO	District Project Office
DW	Drinking Water
ECCE	Early Childhood Care and Education
ECCE	Early childhood Education Care
EWS	Economically Weaker Section
GP	Gram Panchayat
HM	Head-Master
ICT	Information and Communication Technology
KGBV	Kasturba Gandhi Balika Vidyalaya
KPI	Key Performance Indicator
LA	Local Authority
MIS	Management Information System
MMMER	Media, Monitoring, Management, Evaluation and Research



<b>Abbreviation</b>	<b>Full Form</b>
MoE	Ministry of Education
NAAC	National Assessment and Accreditation Council
NCERT	National Council of Educational Research & Training
NCPCR	National Commission for Protection of Child Rights
NEP, 2020	National Education Policy, 2020
NGO	Non-Governmental Organization
NIRD&PR	National Institute of Rural Development & Panchayati Raj
NRLM	National Rural Livelihood Mission
OoSC	Out of School Children
PRABANDH	Project Appraisal, Budgeting, Achievements and Data Handling System
PRI	Panchayati Raj Institution
PTA	Parent Teacher Association
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SAFT	Social Audit Facilitation Team
SAFT	Social Audit Facilitation Team
SAU	Social Audit Unit
SC	Scheduled Caste
SC	Scheduled Tribe
SCERT	State Council of Educational Research & Training
SDG	Sustainable Development Goal
SDP	School Development Plan
SHG	Self Help Group
SIRD	State Institute of Rural Development
SIS	State Implementation Society
SMC/SMDC	School Management Committee/School Development Management Committee
SMDC	School Management and Development Committee
SPD	State Project Director
SSA	Sarva Shiksha Abhiyan
SSC	School Safety Committee



सत्यमेव जयते

<b>Abbreviation</b>	<b>Full Form</b>
SSP	School Safety Plan
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
TE	Teacher Education
TEI	Teacher Education Institutions
TLM	Teaching Learning Material
UDISE+	Unified District Information System for Education Plus
UT	Union Territory
VOW	Village Organization of Women



### **Instructions:**

1. These guidelines are to be followed at every level and the process for preparatory or pre-audit phase may be started as soon as the launch of the guidelines for Social Audit of Samagra Shiksha.
2. The audit phase which requires visits to schools and interaction with students and community may be started once the schools are open.
3. The questionnaire/checklist and other entries may be done manually till the launch of a portal and/or mobile app for social audit.
4. The State/UT may translate these guidelines into its official/Local language.



# Guidelines for Social Audit of Samagra Shiksha

## 1. Background

### 1.1 Samagra Shiksha

The Department of School Education & Literacy launched an Integrated centrally sponsored scheme for School Education, Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The thrust of the Scheme is to support States and UTs to improve the quality of school education across all levels. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 in order to ensure inclusive and equitable, quality and holistic school education.

The National Education Policy (NEP) 2020 is the third in the series of National Education Policies (1968, 1986, modified in 1992) in India and is the first education policy of 21st century. The NEP 2020 envisions a massive transformation in school education which stresses on the core values and principles that education must develop not only the cognitive skills but also social and emotional skills.

The revamped Samagra Shiksha has been aligned with NEP 2020, which includes support to pre-school education and Teaching Learning Materials (TLMs) to all children, National Mission on Foundational Literacy and Numeracy, Holistic Progress Card, tracking of learning outcomes as well as transition of children, induction of qualified counselors at secondary and senior secondary level in a phased manner, language teachers, Capacity Building of Teachers (50 hours CPD), bag-less days and internships, support for Out of School Children in the age group of 16-19 years through open schooling, separate stipend for CwSN girl child, provision for identification of CwSN and resource centre at block level, expansion of schooling facilitates including residential hostels, KGBVs etc., provision for Hub and spoke model in vocational education, provision for smart classroom and support for DIKSHA, support for assessment cells in SCERT etc. Further, under the MMMER component of Samagra Shiksha, provision for support for Social Audit has been included for covering at-least 20% of schools per year so that all schools are covered at least once in a period of five years. In addition, major goals to be achieved for each intervention/component have been defined. Various key performance indicators relating to each interventions/component have been developed to monitor the progress from time to time.



The major objectives of the Scheme are:

- Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020);
- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- Focus on Early Childhood Care and Education (ECCE)
- Emphasis on Foundational Literacy and Numeracy
- Thrust on Holistic, Integrated, Inclusive and activity-based Curriculum and Pedagogy to impart 21st century skills among the students;
- Provision of quality education and enhancing learning outcomes of students;
- Bridging Social and Gender Gaps in school education;
- Ensuring equity and inclusion at all levels of school education;
- Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training;
- Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions; and
- Promoting vocational education

The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality, promoting vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

The fund sharing pattern for the scheme between Centre and States is in the ratio of 90:10 for the eight North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 2 Himalayan States viz. Himachal Pradesh and Uttarakhand and UT of Jammu & Kashmir. For all other States and Union Territories with Legislature, the ratio is 60:40. It is 100% for Union Territories without Legislature.

## 1.2 Major Components of the Scheme

The major interventions, across all levels of school education, under the scheme are:

- (i) Universal Access including Infrastructure Development and Retention;
- (ii) Foundational Literacy and Numeracy,
- (iii) Gender and Equity;
- (iv) Inclusive Education;
- (v) Quality and Innovation;
- (vi) Financial support for Teacher Salary;
- (vii) Digital initiatives;
- (viii) RTE Entitlements including uniforms, textbooks etc.;
- (ix) Support for ECCE;
- (x) Vocational Education;



- (xi) Sports and Physical Education;
- (xii) Strengthening of Teacher Education and Training;
- (xiii) Monitoring;
- (xiv) Programme Management; and
- (xv) National Component.

The scheme envisages providing an equitable and inclusive quality education which would be guided by the following principles:

- i) **Holistic (SAMAGRA) view of education**, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- ii) **Equity**, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society - children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. - can avail of the opportunity.
- iii) **Access**, not to be confined to ensure that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.
- iv) **Gender concerns**, implying not only an effort to enable girls to keep pace with boys but to use education as a decisive intervention to bring empowerment of women.
- v) **Centrality of teacher**, to motivate them to innovate and create a culture in the classroom and beyond the classroom that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- vi) **Moral compulsion** is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
- vii) **Convergent and integrated system of educational management** is pre-requisite for implementation of the RTE Act. All States must move in that direction as speedily as feasible.

## 2. Social Audit of Samagra Shiksha

### 2.1 Definition of Social Audit

**Social Audit** means the process in which people collectively monitor and evaluate the planning and implementation of a program or scheme. Social audit is a democratic process that ensures public accountability of agencies through a systemic demand of information by the community in response to the programs that have already been implemented by the government or other agencies for a particular area/community. Social audit is not only an audit of expenditure or decisions but also covers the issue of equity and equality in program implementation. The people and the government jointly monitor the scheme in a social audit. It brings on board the perceptions and knowledge



of the people, involves them in the task of verification and also brings about much greater awareness and acceptability of the government schemes.

## 2.2 Need and Mandate for social audit

Samagra Shiksha is a centrally sponsored flagship scheme of Government of India that provides support for quality education for all children from pre-primary to senior secondary level. In addition to tracking the progress of the scheme through a robust MIS e.g., PRABANDH portal for monitoring physical and financial progress, it is also important to monitor the implementation of the scheme in the field independently. This will bring to light field-level challenges which might not be visible otherwise and help in taking corrective measures. It is widely recognized that social audit is a powerful tool to ensure the participation of people in the monitoring of the scheme and this leads to improved implementation.

Social audit is also needed to ensure the overall safety<sup>1</sup> of students such as infrastructure safety, psycho-social safety, health & physical safety and cyber safety. It is important to make different stakeholders i.e., children, parents and community; aware about various aspects of safety and security viz. physical, socio-emotional, cognitive and specific to natural disasters as well. One of the key purposes of social audit exercise is to emphasize the 'Zero Tolerance Policy' against any negligence on the part of any individual or management when it comes to the safety and security of children in schools. Social audit will bring the following safety aspects into light to ensure the physical and psychological wellbeing of the students.

**Infrastructure Safety:** Infrastructure safety means availability and maintenance of essential physical resources, which is very crucial for making the physical environment of the school safe.

**Psycho-social Safety:** It is important to create a sense of safety in schools by all students and especially by the girl students. Psycho-social safety entails providing a stress-free environment for conducive teaching learning in the classrooms, which promote positive student-teacher relationships, violence prevention in schools and ensures socio-emotional development in students.

The programmatic and financial norms of Samagra Shiksha, states that, the monitoring of the scheme would start from the school level. Checking, monitoring and verification of the implementation of the interventions of the Samagra Shiksha would be facilitated by Social Audit. Social Audit is carried out by the community and the entire Gram Sabha with the help of stakeholders like Local Authority (LA), SMC members, SHGs,

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<sup>1</sup> For more details, please refer to the Guidelines for School Safety and Security ([https://dse.education.gov.in/sites/default/files/2021-10/guidelines\\_sss.pdf](https://dse.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf))



youth clubs etc. The norms also emphasize on careful monitoring of the provisions of Gender and Social Inclusion in the scheme through Social Audit reports.

### 2.3 Objective of Social Audit

The basic objective of Social Audit is to enhance public accountability in Samagra Shiksha implementation. The process combines people's participation and monitoring with the requirements of the audit discipline. It is a fact-finding process, not a fault-finding process.

The objectives of Social Audit can be put down in the following manner:

- i. To ensure that the entitlements of a child as guaranteed under the RTE Act and funded through Samagra Shiksha are being provided in the school, in a timely and equitable manner.
- ii. To verify the timely issuance of authorization to spend to the School/SMC by appropriate Government under Single Nodal Account of Samagra Shiksha-SIS.
- iii. To check the Status of infrastructure (Classroom, Furniture, Toilets, Drinking Water, and Electricity Facility etc.) in the school along with status of works initiated through the funds sanctioned.
- iv. To ensure a feeling of safety in schools for all students specially girls.
- v. To check the enrolment, retention and completion of schooling of students in the school.
- vi. To share and verify information placed under school report cards (generated under UDISE+).
- vii. To initiate and sustain an educational dialogue between all grass root level stakeholders viz. Teachers, HM, SMC, Students, LA/PRI's members and Education Officials etc. to improve the school development.
- viii. To develop a participatory approach towards school development through community support.
- ix. To protect rights of Children with Special Needs (CWSN), students from marginalized/vulnerable sections in school.
- x. Support the execution of the School Development Plan (SDP) along with the execution of School Safety Plan (SSP).

### 2.4 General Principles

The following General Principles should be followed in all aspects of the Social Audit and by all the agencies involved including the Social Audit Team.

#### ***Child Centered Approach:***

Since these guidelines are meant for monitoring the implementation of the Samagra Shiksha Scheme, which is an overarching scheme for the school education sector, the direct stakeholders *i.e., children and parents* and their rights should be the focus of the Social Audit exercise at all points.



### ***Transparency:***

- The functioning of the Social Audit Team *should be transparent.*
- A clear and complete introduction of the Social Audit Facilitators must be provided *to the community.*
- *All findings of the audit* should be presented in their true form and with supporting evidence.
- All findings of the Social Audit process should be made available in the public domain.

### ***Accountability:***

- Accountability should be fixed within the Education Department against each provision of the scheme - who is responsible for its delivery and who is the supervisory officer responsible for ensuring that if an entitlement/activity is not delivered/completed, action is taken.
- Timelines should be fixed against each entitlement/activity and its violation must be redressed within that time frame by the relevant authorities.
- Overall responsibility for taking action and ensuring compliances on the Social Audit findings rests with the State/UT Education Department as it is the implementing agency for Samagra Shiksha.

### ***Participation:***

- The Social Audit should be based on community participation (children and parents) as they have a direct stake in the Samagra Shiksha.
- In particular, participation of persons from marginalized communities must be ensured.
- There should be no discrimination based on gender, religion, caste and occupation and participation should be encouraged from across all backgrounds.
- There should be equal opportunities for all stakeholders to make a representation to the Social Audit Facilitation Team (SAFT)<sup>2</sup>.

### ***Objectivity:***

- The Social Auditors should maintain objectivity and neutrality throughout the audit process. No sides must be taken during the auditing process and nor should it be dictated by anyone's personal agenda or viewpoints.
- No special favor should be given or solicited from the teachers or any official or public representative who is related to the implementation of the Samagra Shiksha Scheme.

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<sup>2</sup> For details on SAFT and CSA, refer to the section 5.1, "The Preparatory or Pre-Audit Phase"



- No politicization of the monitoring process should be allowed.
- Decisions to resolve irregularities in implementation reflected during the auditing process should be taken only after both sides are given a fair chance to present their views/clarifications.

#### **Dialogue:**

- Solutions to the problems identified in the Social Audit should as far as possible be resolved through a process of dialogue between the community and the administration.
- Platforms for dialogue should be established at different levels, especially close to the people to facilitate their participation.
- Dialogue process should be recorded, and its proceedings should be formalized/institutionalized.
- Action should be initiated on the basis of the dialogue process

### **3. Roles and Responsibilities of various Functionaries associated with School Education department**

#### **I) Headmaster/Principal**

General roles and responsibilities of a Headmaster/Principal are:

- a) The Headmaster or the Principal of the concerned school acts as the Chief Coordinator of the programme and ensures seamless coordination and effective implementation of different programmes.
- b) S/he oversees the working of the faculty/resource persons/skill trainers.
- c) The Principal/Headmaster shall arrange for proper guidance and counseling of the students and sensitization of the parents.
- d) The main functions of the School Principal/Headmaster may be summed up as Personnel Management, Student Management, Finance Management, Administrative Management, and General Management etc.

*The Headmaster/Principal will facilitate Social Audit team during the verification at the school level. S/he will provide all the information related to the school such as details of students, teachers, SMC representatives, attendance registers and accounts' statements of expenditure from School Grants, as also facilitate physical inspection of the school and interaction with students, parents and teachers.*

#### **II) School Management Committee (SMC)**

Community participation in education sector has important role in delivering quality education. Community participation in educational management paves a path to



stakeholders' participation in decision-making and management of schooling activities. It makes educational management much more democratic and contextual, besides tapping local knowledge and resources for good governance.

To enhance the participation of the community, the RTE Act, 2009 assigns immense importance to School Management Committees (SMCs) as a part of decentralized structure to ensure the effective and regular functioning of the schools and education centers, and one in which the parents will have a preponderance. Essential provisions regarding constitution and functions of SMCs have been given in Section 21 and 22 (attached at *Annexure-I*) of the Right of Children to Free and Compulsory Education Act, 2009.

It is obvious that majority of SMC members are the parents/guardians of those children who are studying in the school. Chairperson of the SMC shall also be a parent/guardian. The bank account of SMC is maintained by joint signature of chairperson and member Secretary (Headmaster). Representation of the socially backward parents and elected representatives of Gram Panchayat in SMC shall play an important role for effective development of a school.

The School Management Committee performs the following functions:

- a) Monitoring the working of the school.
- b) Preparing and recommending school development plan.
- c) Monitoring the utilization of the grants received from the appropriate Government or Local Authority (LA) or any other source.
- d) Performing such other functions as may be prescribed.

Further, SMC has many functions such as facilitation in enrolment, retention, completion of quality education for all children residing in the catchment area of a school. It is mandatory and important to make SMC members aware of the roles and functions through orientations/training programmes. The same is provided under Samagra Shiksha through the components of Training of SMC and Community Mobilization for all levels of schooling.

*During Social Audit process in the schools, roles of SMCs will include:*

- *To participate in public hearings.*
- *SMC members shall review the action taken on the findings of Social Audit, at the school level.*

### **III) Cluster Resource Centre (CRC)/ Block Resource Centre (BRC) Personnel**

BRCs/CRCs have been conceptualised to function as academic resource centres under the scheme and are supported for various interventions for quality enhancement. The coordinators in BRCs and CRCs provide in-service training and on-site support to schools for improvement of school quality.



➤ The roles and responsibilities of **CRC personnel** are:

- a) Function as academic resource centers with adequate resource/reference materials for concerned teachers.
- b) Undertake regular school visits and provide on-site academic support to teachers.
- c) Organize monthly meetings to discuss academic issues and design strategies for better school performance.
- d) Visit and hold meetings with members of the SMCs and other local bodies for improvement in school, support SMC in preparing School Development Plan (SDP).
- e) Ensure that the special training programs are properly designed and implemented in the cluster for out of school children (OoSC) and securing their admission to age-appropriate classes.

➤ The roles and responsibilities of **BRC personnel** are:

- a) Function as a repository of academic resources including ICT, Science & Mathematics kits, teaching-learning resource materials in different curricular areas, including pre-school material and material for children with special needs.
- b) Maintain and constantly update database of education experts from nearby Teacher Education institutions, NGOs, Colleges/Universities who could participate in Resource Groups for different subject areas and themes.
- c) Ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development.
- d) Organize in-service teacher training based on teacher needs as observed during school visits.
- e) Participate in monthly teacher meetings organized at the CRCs to discuss academic issues and to design strategies for better school performance.
- f) Consult with school management committee, community members and Local Authority (LA) for formulating school development plans.
- g) Design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

*During Social Audit of the Samagra Shiksha the CRC/BRC Personnel shall facilitate orientation program for the Social Audit Facilitation Team (SAFT). The orientation program will be conducted by the Cluster Social Auditor (CSA)<sup>3</sup> prior to visiting the school. CRCs will ensure their presence during public hearings in their cluster.*

#### **IV) Block Education Officer (BEO)**

General roles and responsibilities of Block Education Officer include:

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<sup>3</sup> For details on SAFT and CSA, refer to the section 5.1, "The Preparatory or Pre-Audit Phase"



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- a) Facilitate the development of the SDP in coordination with block/cluster resource persons, SMC/SMDC, Headmasters, teachers etc, in schools under her/his jurisdiction.
- b) Coordinate and conduct workshops & training of subject teachers.
- c) Provide active coordination in teacher's re-deployment and infrastructure utilization.
- d) Monitor the work of staff engaged at BRC/CRC.
- e) Ensure regular update of UDISE + and carry out data analysis.
- f) Conduct review and performance meetings with BRCs, CRCs, SMC/SMDC and teachers regarding children academic performance and monitor children growth and specific training needs of the children.

*During Social Audit of Samagra Shiksha, the Block Education Officer (BEO):*

- a) *Shall notify in writing the dates of the Social Audit to all concerned Govt Authorities/public representatives/schools in advance.*
- b) *Shall ensure that they are kept informed about the entire process and representative(s) of Administration are present during the Public Hearings.*
- c) *Shall take appropriate steps to maximize community participation during public hearings,*
- d) *Shall facilitate SAU, institute(s) etc. in smooth conduct of social audit.*

#### **V) District Institute of Education and Training (DIET)**

The general role of DIET is as under:

- a) In conjunction with BRCs and CRCs, DIET acts as a nodal institution at the district level to transact pre-service and/or in-service training up to Senior Secondary level by organizing leadership development programs for Head-Masters, senior teachers and School Management Committees.
- b) Develop district academic plans, monitor the quality of schools & teaching, address district specific material development, design interventions for direct support to schools and work with special groups in the district.
- c) Carry out consolidation and analysis of information on status of schools and learning to provide feedback to BRCs and CRCs for school visits and institutional support.
- d) Create forums as key spaces for the strengthening of reflective practice throughout the education system.
  - o Support the organization of school quality review meetings
  - o Subject forum meetings of teachers and/or teacher educators
  - o Seminars for teacher educators with opportunities for presentation of internal work and invited speakers.
- e) Conduct specialized trainings such as leadership, evaluation & assessment, ICT, Inclusive Education, Gender Sensitization, etc.
- f) Facilitate in resourcing material for subject specific training at BRC/CRC level (using available resources from online platforms such as E-Pathshala and SWAYAM).
- g) Coordinate between BRCs/CRCs and NGOs in the district who are contributing to the area of teacher training.



*During Social Audit of Samagra Shiksha, DIET shall facilitate provision of the training to SAFT members in coordination with Social Audit Unit (SAU)/ institute(s)<sup>4</sup>, Resource Person etc. The infrastructure of CRC/BRC may be utilized for this purpose in order to save time and resources.*

#### **VI) District Education Officer (DEO)/District Project Office (DPO) Personnel**

The general roles and responsibilities of the District Education Officer may include:

- a) Prepare Annual Work Plan & Budget based on the block plans so as to make it more focused, relevant and need-based. Coordinate with State Executive Committee for approval of the District Plan and coordinate for fund releases as per sanctions.
- b) Work with DIETs in preparation of plans, monitoring of various activities and conduct of teacher training.
- c) Ensure regular training of the teachers/school heads, SMC/SMDC members, BRCs, CRCs and other stakeholders in the aspects specified by the Act and the scheme.
- d) Coordinate with District Level Committee constituted to oversee the Project Implementation.
- e) Monitor Progress and status of Project Implementation.
- f) Management of Learning Outcomes which would mean measuring Key Performance Indicators (KPIs) related to learning outcomes including those used in Achievement Surveys.
- g) Monitor the progress of the Educational Indicators against the planned targets in the Results Framework of the Scheme; and share the same with the key stakeholders.
- h) Design strategic interventions at the district, sub-district and institutional levels to address gaps in Learning Outcomes.

*For the conduct of Social Audit of the Samagra Shiksha, the District Education Officer:*

- a) *Shall ensure that administrative machinery cooperates in conduct of the social audit processes*
- b) *Shall organize the training of the Cluster Social Auditors (CSAs) at the district level. The training to CSAs will be imparted by the Master Trainers<sup>5</sup>*
- c) *Shall ensure that representative(s) of the Administration attends each social audit public hearing in the concerned District. The representative(s) will further submit a report to the DEO and the District Collector after completion of the hearing.*
- d) *Shall ensure that corrective action is taken on the findings of the social audit reports*
- e) *Shall facilitate SAU, institute(s) etc. in smooth conduct of social audit.*

<sup>4</sup> For more details on SAU/Institute(s), please refer to page number 14

<sup>5</sup> Please refer to Section 5.1, "The Preparatory or Pre-Audit Phase".



## VII) State Level: Nodal Officer for Social Audit of SS Scheme

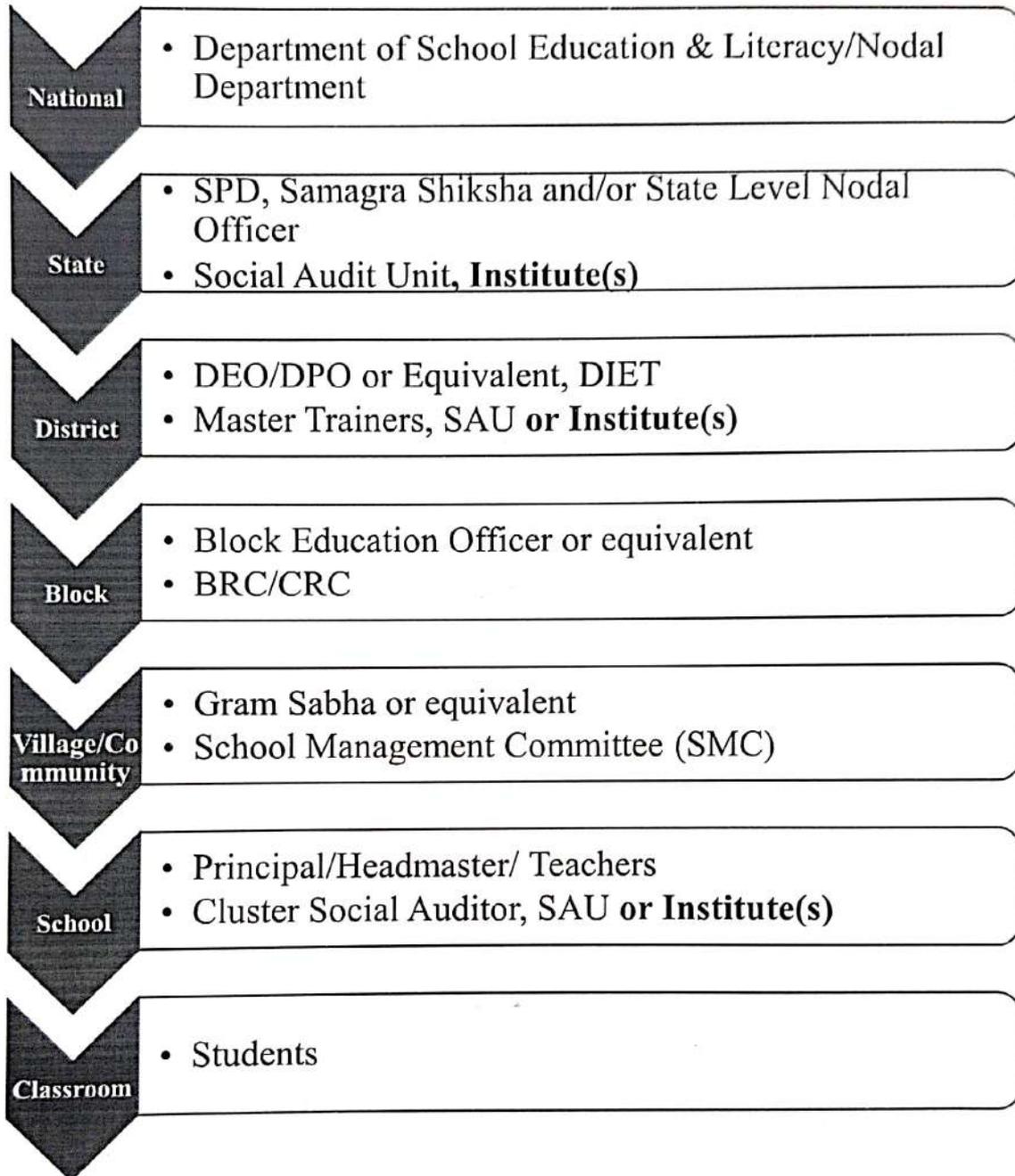
- a) Shall provide the information related to the scheme within the stipulated period to the SAU, **institute(s) etc.** as per the annual calendar of activities.
- b) To coordinate with the Social Audit Unit (SAU), **institute(s) etc.** engaged for Social Audit and to facilitate smooth conduct of social audit.
- c) To obtain list of district-wise Master Trainers and Cluster Social Auditors (CSAs) from Social Audit Unit, **institute(s) etc.**
- d) To help the SAU, **institute(s) etc.** to prepare an annual calendar of activities for the conduct of Social Audit in the State.
- e) To arrange the training of Master Trainers from organisations like NCERT, NIRD&PR, etc.
- f) To facilitate Master Trainers to impart training of Cluster Social Auditors (CSAs).
- g) Shall organize sensitization program/s for all implementing functionaries of the scheme and especially for the functionaries at school level such as teachers and headmasters about the objective, process and expected outcomes of social audit.
- h) Shall communicate in writing information regarding the Social Audit process and date of the Social Audit public hearings to the District/Block level authorities/Samagra Shiksha functionaries and ensure smooth functioning of the entire process.
- i) Shall take immediate corrective action on the issues arising out of social audits and shall ensure that decisions taken during social audit public meeting translate into administrative action.
- j) Shall dispose-off any dispute or complaint recorded in the Social Audit report in a time bound manner.
- k) Shall take requisite actions as mentioned in post audit phase at para 5.3.

## VIII) Ministry Level / DoSE&L, MoE:

- a) A Social Audit cell shall be constituted in the Samagra Shiksha/Department of School Education & Literacy for monitoring and continuous improvement in implementation of the Social Audit process.
- b) Prepare the Social Audit module including training materials, field verification formats etc. in coordination with organisations like NCERT, NIRD&PR, etc and State Nodal Officers for conducting Social Audit of Samagra Shiksha.
- c) DoSE&L/MoE may provide a dashboard to enable States/UTs to upload the State Social Audit Reports.
- d) Review the State Social Audit Reports received from the States/UTs and take appropriate action on the issues requiring action at national level.
- e) On the basis of the State Social Audit Reports, Ministry will also support the State Government officials implementing Samagra Shiksha to take necessary corrective measures wherever required.



IX) The flow chart regarding the conduct of social audit will be as follows.



It is suggested to display the flowchart at notice boards of schools.



#### 4. Social Audit Unit (SAU)/Institute(s)

The Social Audit Unit (SAU) is a State unit which has responsibilities for planning social audits, technically supporting the audits, collating and consolidating reports and following up persuasively on the results of audit. These have generally been incorporated in almost all the states as an independent society under the Societies Registration Act, for conducting/coordinating social audits of various schemes.

**For conducting the Social Audit of Samagra Shiksha in schools, an Institute refers to a higher education institute including Universities, Colleges and Technical Institutes with a National Assessment and Accreditation Council (NAAC) rating of grade B+ and above.**

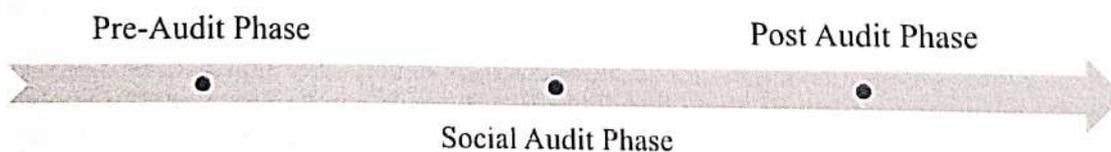
SAU/**Institute** must maintain a higher standard of transparency, accountability, objectivity, impartiality, and professionalism for itself.

The roles and responsibilities of the SAU/**Institute** would be as follows:

- a) Identifying master trainers
- b) Selecting Cluster Social Auditors and other resource persons required for facilitating the social audit
- c) Capacity building of resource persons
- d) Preparing annual calendars
- e) Deployment of cluster social auditors (CSAs) for social audit as per calendar
- f) Direct payment to all the cluster social auditors (CSAs)
- g) Monitoring the quality of the audits
- h) Ensuring and monitoring of data entry in online mode and hosting reports in the public domain
- i) Analysing/Sharing social audit reports as per schedule mentioned at **para 5.3 Follow up or Post Audit Phase**
- j) Deputing personnel to attend public hearings

#### 5. Steps of the Social Audit Process:

A suggestive model for conducting social audit for the Samagra Shiksha Scheme includes three steps viz. the Pre-Audit Phase, the Social Audit Phase and the Post Audit Phase.



##### 5.1 The Preparatory or Pre-Audit Phase:

This process includes the following steps:

- All the States/UTs will appoint a Nodal Officer for the Social Audit of Samagra Shiksha Scheme. The Nodal Officer will coordinate with the Ministry of Education, State



Education Department, SIS and SAU, **institute etc.** to facilitate the Social Audit process.

- A one-day workshop/orientation programme on Social Audit will be held at National level with the Nodal Officers of States/UTs designated for social audit.
- The State/UT will sign a MoU/agreement with the SAU/Institute(s) established in the State/UT.
- **Priority should be given to SAU of the respective State/UT. If it is not feasible for any State/UT to identify and sign an MoU/agreement with a SAU or Institute(s) with a NAAC rating of A and above, the States/UTs may be permitted to identify an institute with NAAC rating of B+ and above for carrying out the activities pertaining to Social Audit of Samagra Shiksha.**
- **If it is not possible to identify and select the SAU or Institute(s) in a State/UT, SAU/Institute(s) from neighboring State/UT may be identified and selected for conducting the social audit of Samagra Shiksha in schools.**
- The State Government will organize a briefing meeting with the State Government officials including the designated nodal officer for Social Audit, officials from SAU, **institute(s) etc.** Representative/s from the Ministry of Education may also be invited to participate in the meeting.
- The SAU, **institute(s) etc.** will share the district wise list of master trainers and cluster wise social auditors with the Nodal Officer. The district-wise master trainers will be mapped with the cluster/s of the respective districts.
- Training will be provided to Master Trainers at the State/UT level in coordination with organisations like NCERT, NIRD&PR, etc. The Master Trainers will then be deployed at the district level to provide training to the Cluster Social Auditors (CSAs) for Samagra Shiksha. The Master Trainers will also provide training to SAFT members in conjunction with DIET.
- The CSA will share the list of documents as per *Annexure-II* to be kept ready by the schools for inspection by the SAFT during social audit phase.
- Block Panchayat/Samiti in association with SAU, **institute(s) etc.** will constitute a team for the facilitation of Social Audit process at Cluster level, comprising of people who are interested to be part of the Social Audit **on volunteer basis**. This team may be termed as **Social Audit Facilitation Team (SAFT)**. The team will visit the schools and facilitate the Social Audit for the scheme. The tenure of SAFT will be 3 years from its constitution.

The SAFT will consist of 6-8 persons. The composition of the team will be as follows:

- a) Cluster Social Auditor (CSA)



- b) Two parents (one parent belonging to the EWS or socially backward category/CwSN category).
- c) Two representatives from Village Organization of Women (VOW)/woman SHGs (under NRLM)

or

In case, VOW is not available in a particular village, two youths (preferably girls) from nearby college/s

- d) One representative of a Civil Society Group working on education
- e) One retired Govt. Official or Rt. Defence Personnel

The following persons should be excluded in constitution of SAFT:

- a) No person involved in running a private or NGO-run school should be included.
- b) No person who is a member of SMC.
- c) No government official currently associated with the education or related department.

## 5.2 The Social Audit Phase:

### 5.2.1 Social Audit Process at School/Community Level:

The Social Audit in the school will include the following:

- Understanding the role played by the different functionaries involved in the scheme.
- The school Social Audit should be conducted in a manner such that regular functioning of the school may not be disrupted.
- The SAFT may meet not just the teachers and the headmaster but also the SMC members.
- The Social Audit facilitators may also speak to a sample of children from each class using child-friendly methods to get information from them.
- A sample of parents, other than the SMC members may also be part of the SAFT's mandatory list of respondents.
- The SAFT's visit may be publicized widely to enable parents or other community members to give their inputs to the Team if they so desire.
- The SAFT may be accessible to seek inputs from all stakeholders during the Social Audit period.
- The views of the students & parents related to various aspects of the Samagra Shiksha may also be sought and recorded.

SAFT will complete the social audit reporting format on the basis of information collected from the concerned school. The reporting format will be developed by organisations like NCERT, NIRD&PR, etc. The social audit reporting format will include social audit findings in the form of a set of Questionnaire as per *Annexure-III*.



SAFT will summarise the social audit findings on the basis of the social audit reporting format and share the same along with the reporting format in respect of each school with the public hearing panel in advance before the date of public hearing.

### 5.2.2 Public Hearings

- a) A Public Hearing open to all will be conducted at the block level or at the cluster level as a culmination of the social audit process, after all school level meetings/sabhas are held. The public hearing should be organized in a time bound manner (preferably in three weeks) after completion of social audit process.
- b) In the Public Hearing, the school wise social audit findings reported by concerned SAFTs will be read out
- c) The public hearing panel should include representatives of the Administration, District/Block level Education Department, SAU, **institute(s)**, and SMC etc. Further, the line Departments of concerned District may also attend the meeting/public hearing to address the issues pertaining to their department.
- d) All participants will be encouraged to participate and ask queries, if any, during the public hearing. The concerned officers are expected to respond on such queries in the public hearing.
- e) Further, the concerned officer should specify the time period and nature of action to be taken by him/her.
- f) In case of gaps, lapses or deviations, the concerned officers will take necessary actions including corrective measures and fixing the responsibility, if required.
- g) Wherever possible, the latest local fund audit report or/ the report of the audit department pertaining to school education and the specific schools shall also be placed before the people attending the Public Hearing. Audit objections shall be read out along with compliance
- h) The local community shall be informed about the public hearing by the administration in association with social audit unit (SAU), **institute(s)** etc. to ensure full participation

### 5.2.3 The periodicity of the School Social Audit:

- The schedule to conduct Social Audits will be decided in consultation with the *Department of School Education & Literacy/Nodal Department* implementing Samagra Shiksha scheme
- At least 20% of the schools of each category will be covered under social audit every year such that Social Audit of all Government schools will be conducted in a span of five years. Also, the social audit of Kasturba Gandhi Balika Vidyalayas



(KGBVs) and Netaji Subhas Chandra Bose residential schools/hostels shall be conducted each year for which a separate questionnaire format has been designed

- The Social Audit Facilitation Team (SAFT) will conduct the social audit in 1-3 schools in every quarter in a cluster. For example, if there are 15 schools in a cluster, social audit of 1-3 will be done in every quarter, so as to complete the exercise in 5-15 quarters i.e., 15-45 months. The cycle will repeat thereafter after coverage of all schools.

### 5.3 The Follow-up or Post Audit Phase

**Action on the social audit findings:** This is an important phase and crucial for analyzing the feedback received and taking corrective action. Action on social audit findings shall be taken in a time-bound manner.

#### Submission of Reports

- SAU, **institute(s) etc.** will consolidate all the reports at district level, after completion of all the public hearings in a given District, in the form a District Social Audit report including action taken/or action proposed to be taken during the public hearing and its observations on the social audit findings in respect of each school.
- The District Social Audit Reports will be shared by the SAU, **institute(s) etc.** with the State Nodal Officer (SNO) in a time bound manner (preferably within one month from the date of the last public hearing in a given District). SNO will further circulate the reports to the respective DEOs/District Authorities for appropriate action on findings of social audit reports. SNO will ensure coordination for the action to be taken at the State level in respect of social audit findings requiring action at State level.
- DEOs/District Authorities will take action on findings of social audit reports mentioned in the District Reports and send an action taken report to SNO incorporating actions taken on findings of social audit report in a time bound manner (preferably within three weeks of receipt of such report).
- SNO will share the Action Taken Reports received from the Districts with SAU, **institute(s) etc.** including the action taken at State level on concerned social audit findings. SAU, **institute(s) etc.** will consolidate and analyse all the Action Taken Reports and prepare a State Social Audit Report summarizing the social audit findings of all the Districts and actions taken on findings of Social Audit reports ensuring that the social audit findings are not duplicated. **State Social Audit Report should have a separate section incorporating major issues such as policy level interventions, etc. pertaining to the Scheme requiring attention of Department of School Education & Literacy, Ministry of Education at National Level.**
- SAU, **institute(s) etc.** will share the State Social Audit Report with the SNO. After this, SNO will send this final Report to DoSE&L, Ministry of Education as well as



upload the report on the dashboard created by DoSE&L. SNO may incorporate his/her comments, if any, in the report and such comments may also be communicated to SAU, **institute(s)** etc.

- The follow-up action on post audit phase as mentioned above may be completed in a time bound manner.
- The DoSE&L, MoE may review the progress of Social Audit on half yearly basis, in which representatives of States/UTs and SAU, **institute(s)** etc. may participate. State/UT shall prepare a consolidated report on Social Audit progress highlighting the major issues found and Action Taken.

## 6. Training and Capacity Building of Social Audit Resource Persons

The training of various Resource Persons constitutes an important activity in implementing and institutionalizing social audit:

- a) Organisations like NCERT, National Institute of Rural Development and Panchayati Raj (NIRD&PR), etc may be training partners for capacity building and training of the Social Audit Resource Persons.
- b) Department of SE&L in collaboration with Organisations like NCERT, NIRD&PR, etc will prepare training materials on:
  - Framework for implementation of Samagra Shiksha including the availability of school infrastructure, RTE entitlements to the students, ICT initiatives and learning equipment etc.
  - Social Audit process, ethical guidelines, mobilization, facilitation of Gram Sabha, public hearing, conduct of group discussion, interaction with beneficiaries
  - Samagra Shiksha Social Audit guidelines.
  - Uploading of final action taken reports by SAUs, **institute(s)** etc. on dashboard

### 6.1 Training of Master Trainers

The district wise Master Trainers identified and selected by the SAU, **institute(s)** etc. will be trained at the State/UT level. The training will be imparted based on training modules prepared by organisations like NCERT, NIRD&PR, etc. Further, the training modules will be modified according to the language and culture of States/UTs by the respective SCERTs/SIRDs, etc.

### 6.2 Training of Cluster Social Auditors (CSAs)

The Cluster Social Auditor (CSA) identified by the SAU, **institute(s)** etc. for conducting the Social Audit at the cluster level will be responsible for coordinating the Social Audit in the schools of that cluster. The Master Trainers (SAU's or **institute(s)**' Resource Person at district level) will train the CSAs (SAU's or **institute(s)**' Resource Persons at Cluster Level) from a theoretical and practical point of view. The CSAs will be trained on the basic concepts of Social Audit, details of entitlements and



interventions under Samagra Shiksha, RTE Act, the roles and responsibilities, records & data collection, use of MIS, Methodology of conducting Social Audit, including filling up the various formats and report preparation on the findings during the Social Audit process.

### **6.3 Training of the SAFT**

It must be ensured that the persons involved in conducting the Social Audit have a clear understanding of the Samagra Shiksha, Social Audit process and the RTE Act, 2009. For this, thorough training must be organized for the SAFTs at BRC/CRC level, jointly by DIET and Master Trainer immediately after the constitution of SAFT. The training of 4-5 SAFTs may be conducted together. The SAFT members will be trained on entitlements under Samagra Shiksha, community involvement in Samagra Shiksha, social accountability, social audit etc.

## **7. Budget for Conducting the Social Audit Process**

For the conduct of Social Audit, funds will be required for various activities such as providing honorarium to resource persons & volunteers for facilitation of Social Audit, training of resource persons, organizing seminars/meetings/workshops, monitoring and evaluation of Social Audit process, preparation and submission of reports etc.

The expenditure on conducting Social Audit will be met from the Media, Monitoring, Management, Evaluation and Research (MMMER) funds of Samagra Shiksha, up to 0.5% of the State Annual Budget allocation. Through SIS, the States/UTs shall transfer the amount to respective SAU/**Institute(s)** post signing MoU between the two parties, in two installments based on the progress. A suggestive cost for conducting various activities in conducting the social audit of the scheme is indicated at *Annexure-IV*.

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**Excerpt from RTE Act, 2009**

**Section 21**

1. A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of local authority, parents or guardians of children admitted in such school and teachers:

Provided that at least three-fourth of members of such committee shall be parents or guardians:

Provided further that proportionate representation shall be given to parents or guardians of children belonging to disadvantaged group and weaker section; Provided that fifty percent of members of such committee shall be women.

2. The School Management Committee shall perform the following functions, namely:
  - a) Monitoring the working of the school;
  - b) Prepare and recommend school development plan;
  - c) Monitor the utilization of the grants received from the appropriate Government or local authority or any source; and
  - d) Perform such other functions as may be prescribed.

**Section 22**

1. Every School Management Committee constituted under sub-section (1) of section 21 shall prepare a School Development Plan in such a manner as may be prescribed.
2. The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority as the case may be.



**Annexure-II**  
(Page Number 16)

**List of Documents and Data to be provided by the school to SAFT**

- Detailed list of representatives in SMC (Copy to be provided)
- Minutes of SMC meetings (Copy to be provided)
- Details of books, uniforms and scholarships distributed to students (with dates of receiving/releasing)
- Details of complaints and ATR (Copy to be provided)
- School Grant Expenditure details (Copy to be provided)
- Account statements (Copy to be provided)
- Average attendance of Staff for last 3 months (Copy to be provided)
- Average attendance of class wise students for last 3 months (Copy to be provided)
- Best practices and major achievements of the school including EBSB/Fit India Movement/ Khelo India/ NTSE/NMMS (Copy to be provided)
- Any other relevant record, if any.

### 3. Roles and Responsibilities of various Functionaries associated with School Education department

#### I) Headmaster/Principal

General roles and responsibilities of a Headmaster/Principal are:

- a) The Headmaster or the Principal of the concerned school acts as the Chief Coordinator of the programme and ensures seamless coordination and effective implementation of different programmes.
- b) S/he oversees the working of the faculty/resource persons/skill trainers.
- c) The Principal/Headmaster shall arrange for proper guidance and counseling of the students and sensitization of the parents.
- d) The main functions of the School Principal/Headmaster may be summed up as Personnel Management, Student Management, Finance Management, Administrative Management, and General Management etc.

*The Headmaster/Principal will facilitate Social Audit team during the verification at the school level. S/he will provide all the information related to the school such as details of students, teachers, SMC representatives, attendance registers and accounts' statements of expenditure from School Grants, as also facilitate physical inspection of the school and interaction with students, parents and teachers.*

#### II) School Management Committee (SMC)

Community participation in education sector has important role in delivering quality education. Community participation in educational management paves a path to



stakeholders' participation in decision-making and management of schooling activities. It makes educational management much more democratic and contextual, besides tapping local knowledge and resources for good governance.

To enhance the participation of the community, the RTE Act, 2009 assigns immense importance to School Management Committees (SMCs) as a part of decentralized structure to ensure the effective and regular functioning of the schools and education centers, and one in which the parents will have a preponderance. Essential provisions regarding constitution and functions of SMCs have been given in Section 21 and 22 (attached at *Annexure-I*) of the Right of Children to Free and Compulsory Education Act, 2009.

It is obvious that majority of SMC members are the parents/guardians of those children who are studying in the school. Chairperson of the SMC shall also be a parent/guardian. The bank account of SMC is maintained by joint signature of chairperson and member Secretary (Headmaster). Representation of the socially backward parents and elected representatives of Gram Panchayat in SMC shall play an important role for effective development of a school.

The School Management Committee performs the following functions:

- a) Monitoring the working of the school.
- b) Preparing and recommending school development plan.
- c) Monitoring the utilization of the grants received from the appropriate Government or Local Authority (LA) or any other source.
- d) Performing such other functions as may be prescribed.

Further, SMC has many functions such as facilitation in enrolment, retention, completion of quality education for all children residing in the catchment area of a school. It is mandatory and important to make SMC members aware of the roles and functions through orientations/training programmes. The same is provided under Samagra Shiksha through the components of Training of SMC and Community Mobilization for all levels of schooling.

*During Social Audit process in the schools, roles of SMCs will include:*

- *To participate in public hearings.*
- *SMC members shall review the action taken on the findings of Social Audit, at the school level.*

### **III) Cluster Resource Centre (CRC)/ Block Resource Centre (BRC) Personnel**

BRCs/CRCs have been conceptualised to function as academic resource centres under the scheme and are supported for various interventions for quality enhancement. The coordinators in BRCs and CRCs provide in-service training and on-site support to schools for improvement of school quality.

- The roles and responsibilities of **CRC personnel** are:
- Function as academic resource centers with adequate resource/reference materials for concerned teachers.
  - Undertake regular school visits and provide on-site academic support to teachers.
  - Organize monthly meetings to discuss academic issues and design strategies for better school performance.
  - Visit and hold meetings with members of the SMCs and other local bodies for improvement in school, support SMC in preparing School Development Plan (SDP).
  - Ensure that the special training programs are properly designed and implemented in the cluster for out of school children (OoSC) and securing their admission to age-appropriate classes.
- The roles and responsibilities of **BRC personnel** are:
- Function as a repository of academic resources including ICT, Science & Mathematics kits, teaching-learning resource materials in different curricular areas, including pre-school material and material for children with special needs.
  - Maintain and constantly update database of education experts from nearby Teacher Education institutions, NGOs, Colleges/Universities who could participate in Resource Groups for different subject areas and themes.
  - Ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development.
  - Organize in-service teacher training based on teacher needs as observed during school visits.
  - Participate in monthly teacher meetings organized at the CRCs to discuss academic issues and to design strategies for better school performance.
  - Consult with school management committee, community members and Local Authority (LA) for formulating school development plans.
  - Design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

*During Social Audit of the Samagra Shiksha the CRC/BRC Personnel shall facilitate orientation program for the Social Audit Facilitation Team (SAFT). The orientation program will be conducted by the Cluster Social Auditor (CSA)<sup>3</sup> prior to visiting the school. CRCs will ensure their presence during public hearings in their cluster.*

#### **IV) Block Education Officer (BEO)**

General roles and responsibilities of Block Education Officer include:

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<sup>3</sup> For details on SAFT and CSA, refer to the section 5.1, "The Preparatory or Pre-Audit Phase"

- a) Facilitate the development of the SDP in coordination with block/cluster resource persons, SMC/SMDC, Headmasters, teachers etc, in schools under her/his jurisdiction.
- b) Coordinate and conduct workshops & training of subject teachers.
- c) Provide active coordination in teacher's re-deployment and infrastructure utilization.
- d) Monitor the work of staff engaged at BRC/CRC.
- e) Ensure regular update of UDISE + and carry out data analysis.
- f) Conduct review and performance meetings with BRCs, CRCs, SMC/SMDC and teachers regarding children academic performance and monitor children growth and specific training needs of the children.

*During Social Audit of Samagra Shiksha, the Block Education Officer (BEO):*

- a) Shall notify in writing the dates of the Social Audit to all concerned Govt Authorities/public representatives/schools in advance.*
- b) Shall ensure that they are kept informed about the entire process and representative(s) of Administration are present during the Public Hearings.*
- c) Shall take appropriate steps to maximize community participation during public hearings,*
- d) Shall facilitate SAU, institute(s) etc. in smooth conduct of social audit.*

#### **V) District Institute of Education and Training (DIET)**

The general role of DIET is as under:

- a) In conjunction with BRCs and CRCs, DIET acts as a nodal institution at the district level to transact pre-service and/or in-service training up to Senior Secondary level by organizing leadership development programs for Head-Masters, senior teachers and School Management Committees.
- b) Develop district academic plans, monitor the quality of schools & teaching, address district specific material development, design interventions for direct support to schools and work with special groups in the district.
- c) Carry out consolidation and analysis of information on status of schools and learning to provide feedback to BRCs and CRCs for school visits and institutional support.
- d) Create forums as key spaces for the strengthening of reflective practice throughout the education system.
  - o Support the organization of school quality review meetings
  - o Subject forum meetings of teachers and/or teacher educators
  - o Seminars for teacher educators with opportunities for presentation of internal work and invited speakers.
- e) Conduct specialized trainings such as leadership, evaluation & assessment, ICT, Inclusive Education, Gender Sensitization, etc.
- f) Facilitate in resourcing material for subject specific training at BRC/CRC level (using available resources from online platforms such as E-Pathshala and SWAYAM).
- g) Coordinate between BRCs/CRCs and NGOs in the district who are contributing to the area of teacher training.

*During Social Audit of Samagra Shiksha, DIET shall facilitate provision of the training to SAFT members in coordination with Social Audit Unit (SAU)/institute(s)<sup>4</sup>, Resource Person etc. The infrastructure of CRC/BRC may be utilized for this purpose in order to save time and resources.*

#### **VI) District Education Officer (DEO)/District Project Office (DPO) Personnel**

The general roles and responsibilities of the District Education Officer may include:

- a) Prepare Annual Work Plan & Budget based on the block plans so as to make it more focused, relevant and need-based. Coordinate with State Executive Committee for approval of the District Plan and coordinate for fund releases as per sanctions.
- b) Work with DIETs in preparation of plans, monitoring of various activities and conduct of teacher training.
- c) Ensure regular training of the teachers/school heads, SMC/SMDC members, BRCs, CRCs and other stakeholders in the aspects specified by the Act and the scheme.
- d) Coordinate with District Level Committee constituted to oversee the Project Implementation.
- e) Monitor Progress and status of Project Implementation.
- f) Management of Learning Outcomes which would mean measuring Key Performance Indicators (KPIs) related to learning outcomes including those used in Achievement Surveys.
- g) Monitor the progress of the Educational Indicators against the planned targets in the Results Framework of the Scheme; and share the same with the key stakeholders.
- h) Design strategic interventions at the district, sub-district and institutional levels to address gaps in Learning Outcomes.

*For the conduct of Social Audit of the Samagra Shiksha, the District Education Officer:*

- a) *Shall ensure that administrative machinery cooperates in conduct of the social audit processes*
- b) *Shall organize the training of the Cluster Social Auditors (CSAs) at the district level. The training to CSAs will be imparted by the Master Trainers<sup>5</sup>*
- c) *Shall ensure that representative(s) of the Administration attends each social audit public hearing in the concerned District. The representative(s) will further submit a report to the DEO and the District Collector after completion of the hearing.*
- d) *Shall ensure that corrective action is taken on the findings of the social audit reports*
- e) *Shall facilitate SAU, institute(s) etc. in smooth conduct of social audit.*

<sup>4</sup> For more details on SAU/Institute(s), please refer to page number 14

<sup>5</sup> Please refer to Section 5.1, "The Preparatory or Pre-Audit Phase".



### VII) State Level: Nodal Officer for Social Audit of SS Scheme

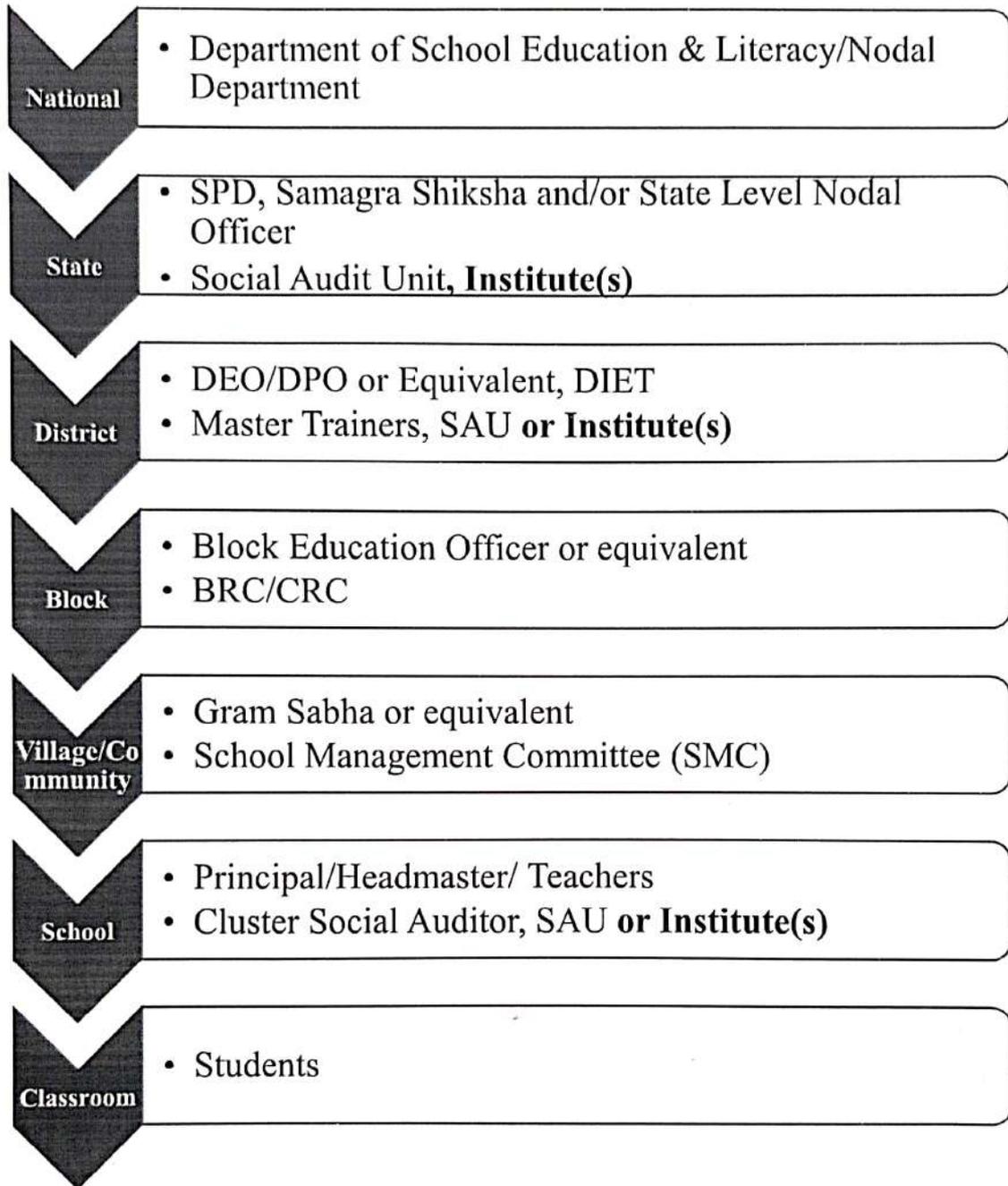
- a) Shall provide the information related to the scheme within the stipulated period to the SAU, **institute(s) etc.** as per the annual calendar of activities.
- b) To coordinate with the Social Audit Unit (SAU), **institute(s) etc.** engaged for Social Audit and to facilitate smooth conduct of social audit.
- c) To obtain list of district-wise Master Trainers and Cluster Social Auditors (CSAs) from Social Audit Unit, **institute(s) etc.**
- d) To help the SAU, **institute(s) etc.** to prepare an annual calendar of activities for the conduct of Social Audit in the State.
- e) To arrange the training of Master Trainers from organisations like NCERT, NIRD&PR, etc.
- f) To facilitate Master Trainers to impart training of Cluster Social Auditors (CSAs).
- g) Shall organize sensitization program/s for all implementing functionaries of the scheme and especially for the functionaries at school level such as teachers and headmasters about the objective, process and expected outcomes of social audit.
- h) Shall communicate in writing information regarding the Social Audit process and date of the Social Audit public hearings to the District/Block level authorities/Samagra Shiksha functionaries and ensure smooth functioning of the entire process.
- i) Shall take immediate corrective action on the issues arising out of social audits and shall ensure that decisions taken during social audit public meeting translate into administrative action.
- j) Shall dispose-off any dispute or complaint recorded in the Social Audit report in a time bound manner.
- k) Shall take requisite actions as mentioned in post audit phase at para 5.3.

### VIII) Ministry Level / DoSE&L, MoE:

- a) A Social Audit cell shall be constituted in the Samagra Shiksha/Department of School Education & Literacy for monitoring and continuous improvement in implementation of the Social Audit process.
- b) Prepare the Social Audit module including training materials, field verification formats etc. in coordination with organisations like NCERT, NIRD&PR, etc and State Nodal Officers for conducting Social Audit of Samagra Shiksha.
- c) DoSE&L/MoE may provide a dashboard to enable States/UTs to upload the State Social Audit Reports.
- d) Review the State Social Audit Reports received from the States/UTs and take appropriate action on the issues requiring action at national level.
- e) On the basis of the State Social Audit Reports, Ministry will also support the State Government officials implementing Samagra Shiksha to take necessary corrective measures wherever required.



IX) The flow chart regarding the conduct of social audit will be as follows.



It is suggested to display the flowchart at notice boards of schools.



#### 4. Social Audit Unit (SAU)/Institute(s)

The Social Audit Unit (SAU) is a State unit which has responsibilities for planning social audits, technically supporting the audits, collating and consolidating reports and following up persuasively on the results of audit. These have generally been incorporated in almost all the states as an independent society under the Societies Registration Act, for conducting/coordinating social audits of various schemes.

**For conducting the Social Audit of Samagra Shiksha in schools, an Institute refers to a higher education institute including Universities, Colleges and Technical Institutes with a National Assessment and Accreditation Council (NAAC) rating of grade B+ and above.**

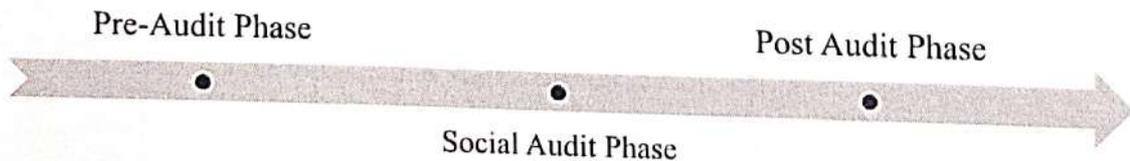
SAU/**Institute** must maintain a higher standard of transparency, accountability, objectivity, impartiality, and professionalism for itself.

The roles and responsibilities of the SAU/**Institute** would be as follows:

- a) Identifying master trainers
- b) Selecting Cluster Social Auditors and other resource persons required for facilitating the social audit
- c) Capacity building of resource persons
- d) Preparing annual calendars
- e) Deployment of cluster social auditors (CSAs) for social audit as per calendar
- f) Direct payment to all the cluster social auditors (CSAs)
- g) Monitoring the quality of the audits
- h) Ensuring and monitoring of data entry in online mode and hosting reports in the public domain
- i) Analysing/Sharing social audit reports as per schedule mentioned at **para 5.3 Follow up or Post Audit Phase**
- j) Deputing personnel to attend public hearings

#### 5. Steps of the Social Audit Process:

A suggestive model for conducting social audit for the Samagra Shiksha Scheme includes three steps viz. the Pre-Audit Phase, the Social Audit Phase and the Post Audit Phase.



##### 5.1 The Preparatory or Pre-Audit Phase:

This process includes the following steps:

- All the States/UTs will appoint a Nodal Officer for the Social Audit of Samagra Shiksha Scheme. The Nodal Officer will coordinate with the Ministry of Education, State



Education Department, SIS and SAU, **institute etc.** to facilitate the Social Audit process.

- A one-day workshop/orientation programme on Social Audit will be held at National level with the Nodal Officers of States/UTs designated for social audit.
- The State/UT will sign a MoU/agreement with the SAU/Institute(s) established in the State/UT.
- **Priority should be given to SAU of the respective State/UT. If it is not feasible for any State/UT to identify and sign an MoU/agreement with a SAU or Institute(s) with a NAAC rating of A and above, the States/UTs may be permitted to identify an institute with NAAC rating of B+ and above for carrying out the activities pertaining to Social Audit of Samagra Shiksha.**
- **If it is not possible to identify and select the SAU or Institute(s) in a State/UT, SAU/Institute(s) from neighboring State/UT may be identified and selected for conducting the social audit of Samagra Shiksha in schools.**
- The State Government will organize a briefing meeting with the State Government officials including the designated nodal officer for Social Audit, officials from SAU, **institute(s) etc.** Representative/s from the Ministry of Education may also be invited to participate in the meeting.
- The SAU, **institute(s) etc.** will share the district wise list of master trainers and cluster wise social auditors with the Nodal Officer. The district-wise master trainers will be mapped with the cluster/s of the respective districts.
- Training will be provided to Master Trainers at the State/UT level in coordination with organisations like NCERT, NIRD&PR, etc. The Master Trainers will then be deployed at the district level to provide training to the Cluster Social Auditors (CSAs) for Samagra Shiksha. The Master Trainers will also provide training to SAFT members in conjunction with DIET.
- The CSA will share the list of documents as per **Annexure-II** to be kept ready by the schools for inspection by the SAFT during social audit phase.
- Block Panchayat/Samiti in association with SAU, **institute(s) etc.** will constitute a team for the facilitation of Social Audit process at Cluster level, comprising of people who are interested to be part of the Social Audit **on volunteer basis**. This team may be termed as **Social Audit Facilitation Team (SAFT)**. The team will visit the schools and facilitate the Social Audit for the scheme. The tenure of SAFT will be 3 years from its constitution.

The SAFT will consist of 6-8 persons. The composition of the team will be as follows:

- a) Cluster Social Auditor (CSA)



- b) Two parents (one parent belonging to the EWS or socially backward category/CwSN category).
- c) Two representatives from Village Organization of Women (VOW)/woman SHGs (under NRLM)

or

In case, VOW is not available in a particular village, two youths (preferably girls) from nearby college/s

- d) One representative of a Civil Society Group working on education
- e) One retired Govt. Official or Rt. Defence Personnel

The following persons should be excluded in constitution of SAFT:

- a) No person involved in running a private or NGO-run school should be included.
- b) No person who is a member of SMC.
- c) No government official currently associated with the education or related department.

## 5.2 The Social Audit Phase:

### 5.2.1 Social Audit Process at School/Community Level:

The Social Audit in the school will include the following:

- Understanding the role played by the different functionaries involved in the scheme.
- The school Social Audit should be conducted in a manner such that regular functioning of the school may not be disrupted.
- The SAFT may meet not just the teachers and the headmaster but also the SMC members.
- The Social Audit facilitators may also speak to a sample of children from each class using child-friendly methods to get information from them.
- A sample of parents, other than the SMC members may also be part of the SAFT's mandatory list of respondents.
- The SAFT's visit may be publicized widely to enable parents or other community members to give their inputs to the Team if they so desire.
- The SAFT may be accessible to seek inputs from all stakeholders during the Social Audit period.
- The views of the students & parents related to various aspects of the Samagra Shiksha may also be sought and recorded.

SAFT will complete the social audit reporting format on the basis of information collected from the concerned school. The reporting format will be developed by organisations like NCERT, NIRD&PR, etc. The social audit reporting format will include social audit findings in the form of a set of Questionnaire as per *Annexure-III*.



SAFT will summarise the social audit findings on the basis of the social audit reporting format and share the same along with the reporting format in respect of each school with the public hearing panel in advance before the date of public hearing.

### 5.2.2 Public Hearings

- a) A Public Hearing open to all will be conducted at the block level or at the cluster level as a culmination of the social audit process, after all school level meetings/sabhas are held. The public hearing should be organized in a time bound manner (preferably in three weeks) after completion of social audit process.
- b) In the Public Hearing, the school wise social audit findings reported by concerned SAFTs will be read out
- c) The public hearing panel should include representatives of the Administration, District/Block level Education Department, SAU, **institute(s)**, and SMC **etc.** Further, the line Departments of concerned District may also attend the meeting/public hearing to address the issues pertaining to their department.
- d) All participants will be encouraged to participate and ask queries, if any, during the public hearing. The concerned officers are expected to respond on such queries in the public hearing.
- e) Further, the concerned officer should specify the time period and nature of action to be taken by him/her.
- f) In case of gaps, lapses or deviations, the concerned officers will take necessary actions including corrective measures and fixing the responsibility, if required.
- g) Wherever possible, the latest local fund audit report or/ the report of the audit department pertaining to school education and the specific schools shall also be placed before the people attending the Public Hearing. Audit objections shall be read out along with compliance
- h) The local community shall be informed about the public hearing by the administration in association with social audit unit (SAU), **institute(s)** **etc.** to ensure full participation

### 5.2.3 The periodicity of the School Social Audit:

- The schedule to conduct Social Audits will be decided in consultation with the *Department of School Education & Literacy/Nodal Department* implementing Samagra Shiksha scheme
- At least 20% of the schools of each category will be covered under social audit every year such that Social Audit of all Government schools will be conducted in a span of five years. Also, the social audit of Kasturba Gandhi Balika Vidyalayas



(KGBVs) and Netaji Subhas Chandra Bose residential schools/hostels shall be conducted each year for which a separate questionnaire format has been designed

- The Social Audit Facilitation Team (SAFT) will conduct the social audit in 1-3 schools in every quarter in a cluster. For example, if there are 15 schools in a cluster, social audit of 1-3 will be done in every quarter, so as to complete the exercise in 5-15 quarters i.e., 15-45 months. The cycle will repeat thereafter after coverage of all schools.

### 5.3 The Follow-up or Post Audit Phase

**Action on the social audit findings:** This is an important phase and crucial for analyzing the feedback received and taking corrective action. Action on social audit findings shall be taken in a time-bound manner.

#### Submission of Reports

- SAU, **institute(s) etc.** will consolidate all the reports at district level, after completion of all the public hearings in a given District, in the form a District Social Audit report including action taken/or action proposed to be taken during the public hearing and its observations on the social audit findings in respect of each school.
- The District Social Audit Reports will be shared by the SAU, **institute(s) etc.** with the State Nodal Officer (SNO) in a time bound manner (preferably within one month from the date of the last public hearing in a given District). SNO will further circulate the reports to the respective DEOs/District Authorities for appropriate action on findings of social audit reports. SNO will ensure coordination for the action to be taken at the State level in respect of social audit findings requiring action at State level.
- DEOs/District Authorities will take action on findings of social audit reports mentioned in the District Reports and send an action taken report to SNO incorporating actions taken on findings of social audit report in a time bound manner (preferably within three weeks of receipt of such report).
- SNO will share the Action Taken Reports received from the Districts with SAU, **institute(s) etc.** including the action taken at State level on concerned social audit findings. SAU, **institute(s) etc.** will consolidate and analyse all the Action Taken Reports and prepare a State Social Audit Report summarizing the social audit findings of all the Districts and actions taken on findings of Social Audit reports ensuring that the social audit findings are not duplicated. **State Social Audit Report should have a separate section incorporating major issues such as policy level interventions, etc. pertaining to the Scheme requiring attention of Department of School Education & Literacy, Ministry of Education at National Level.**
- SAU, **institute(s) etc.** will share the State Social Audit Report with the SNO. After this, SNO will send this final Report to DoSE&L, Ministry of Education as well as

## 6. Training and Capacity Building of Social Audit Resource Persons

The training of various Resource Persons constitutes an important activity in implementing and institutionalizing social audit:

- a) Organisations like NCERT, National Institute of Rural Development and Panchayati Raj (NIRD&PR), etc may be training partners for capacity building and training of the Social Audit Resource Persons.
- b) Department of SE&L in collaboration with Organisations like NCERT, NIRD&PR, etc will prepare training materials on:
  - Framework for implementation of Samagra Shiksha including the availability of school infrastructure, RTE entitlements to the students, ICT initiatives and learning equipment etc.
  - Social Audit process, ethical guidelines, mobilization, facilitation of Gram Sabha, public hearing, conduct of group discussion, interaction with beneficiaries
  - Samagra Shiksha Social Audit guidelines.
  - Uploading of final action taken reports by SAUs, **institute(s) etc.** on dashboard

### 6.1 Training of Master Trainers

The district wise Master Trainers identified and selected by the SAU, **institute(s) etc.** will be trained at the State/UT level. The training will be imparted based on training modules prepared by organisations like NCERT, NIRD&PR, etc. Further, the training modules will be modified according to the language and culture of States/UTs by the respective SCERTs/SIRDs, etc.

### 6.2 Training of Cluster Social Auditors (CSAs)

The Cluster Social Auditor (CSA) identified by the SAU, **institute(s) etc.** for conducting the Social Audit at the cluster level will be responsible for coordinating the Social Audit in the schools of that cluster. The Master Trainers (SAU's or **institute(s)**' Resource Person at district level) will train the CSAs (SAU's or **institute(s)**' Resource Persons at Cluster Level) from a theoretical and practical point of view. The CSAs will be trained on the basic concepts of Social Audit, details of entitlements and



interventions under Samagra Shiksha, RTE Act, the roles and responsibilities, records & data collection, use of MIS, Methodology of conducting Social Audit, including filling up the various formats and report preparation on the findings during the Social Audit process.

### **6.3 Training of the SAFT**

It must be ensured that the persons involved in conducting the Social Audit have a clear understanding of the Samagra Shiksha, Social Audit process and the RTE Act, 2009. For this, thorough training must be organized for the SAFTs at BRC/CRC level, jointly by DIET and Master Trainer immediately after the constitution of SAFT. The training of 4-5 SAFTs may be conducted together. The SAFT members will be trained on entitlements under Samagra Shiksha, community involvement in Samagra Shiksha, social accountability, social audit etc.

## **7. Budget for Conducting the Social Audit Process**

For the conduct of Social Audit, funds will be required for various activities such as providing honorarium to resource persons & volunteers for facilitation of Social Audit, training of resource persons, organizing seminars/meetings/workshops, monitoring and evaluation of Social Audit process, preparation and submission of reports etc.

The expenditure on conducting Social Audit will be met from the Media, Monitoring, Management, Evaluation and Research (MMMER) funds of Samagra Shiksha, up to 0.5% of the State Annual Budget allocation. Through SIS, the States/UTs shall transfer the amount to respective SAU/**Institute(s)** post signing MoU between the two parties, in two installments based on the progress. A suggestive cost for conducting various activities in conducting the social audit of the scheme is indicated at **Annexure-IV**.

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**Annexure-I**  
(Page Number 8)

**Excerpt from RTE Act, 2009**

**Section 21**

1. A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of local authority, parents or guardians of children admitted in such school and teachers:

Provided that at least three-fourth of members of such committee shall be parents or guardians:

Provided further that proportionate representation shall be given to parents or guardians of children belonging to disadvantaged group and weaker section;  
Provided that fifty percent of members of such committee shall be women.

2. The School Management Committee shall perform the following functions, namely:
  - a) Monitoring the working of the school;
  - b) Prepare and recommend school development plan;
  - c) Monitor the utilization of the grants received from the appropriate Government or local authority or any source; and
  - d) Perform such other functions as may be prescribed.

**Section 22**

1. Every School Management Committee constituted under sub-section (1) of section 21 shall prepare a School Development Plan in such a manner as may be prescribed.
2. The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority as the case may be.



**Annexure-II**  
(Page Number 16)

**List of Documents and Data to be provided by the school to SAFT**

- Detailed list of representatives in SMC (Copy to be provided)
- Minutes of SMC meetings (Copy to be provided)
- Details of books, uniforms and scholarships distributed to students (with dates of receiving/releasing)
- Details of complaints and ATR (Copy to be provided)
- School Grant Expenditure details (Copy to be provided)
- Account statements (Copy to be provided)
- Average attendance of Staff for last 3 months (Copy to be provided)
- Average attendance of class wise students for last 3 months (Copy to be provided)
- Best practices and major achievements of the school including EBSB/Fit India Movement/ Khelo India/ NTSE/NMMS (Copy to be provided)
- Any other relevant record, if any.



**Annexure III**  
(Page Number 17)

**Questionnaire for Social Audit**  
**Section A (for all categories of schools)**

*This may be filled before visit in the school. At the time of visit, the details in Section A should be cross checked and the discrepancies (if any) must be recorded*

S. No.	Particulars	To be filled prior to social audit in school	Pre-filled information to be checked and the discrepancies (if any) to be recorded
1	UDISE Code of the assigned school (11 digits)		
2	State		
3	District		
4	Block		
5	Village/Ward		
6	Name of the school		
7	Pin code		
8	Lowest class in the class		
9	Highest class		
10	Type of school a) Boys only b) Girls only c) Co-educational		
11	Management of school d) Department of Education e) Tribal Welfare Department f) Local Body g) Government Aided h) Social welfare department		
12	School location (Rural/Urban)		
13	Year of Establishment of School		
14	When does the academic session start (Month)		

## Section B

S.N.	Category	Sub-category	Yes/No	Comments
<b>For Elementary Schools only</b>				
1	<b>Students Related</b>	Children have received textbooks		
2		Children have received workbooks		
3		Children have received uniform		
4		Children have received scholarships		
5		Transport facility is provided to eligible students as per norms (@Rs. 6000/per child per annum up to Class VIII)		
6	<b>Teachers Related</b>	Enough teachers in primary school ( <i>at least 2 teachers upto 60 enrolment</i> )		
7		At least <b>three</b> teachers in upper primary school		
8		Part time instructor for <b>art education</b> has been appointed in upper primary school		
9		Part time instructor for <b>health and physical education</b> has been appointed in upper primary school		
10		Part time instructor for <b>work education</b> has been appointed in upper primary school		
11		A full-time <b>head teacher</b> has been appointed in upper primary school		
12	<b>Admin &amp; Finance Related</b>	Atleast 200 working days in primary school		
13		Atleast 220 working days in upper primary		
<b>For all Categories of Schools</b>				
14	<b>Students Related Issues</b>	Average attendance of students is 80% or above in previous months of the year		
15		There is a safe access to the school		
16		The school is far for majority of the children and no transport support has been provided		
17		Children were admitted without screening test		
18		Children have been admitted to an age-appropriate class		
19		Children were provided special training for age-appropriate class		
20		Children joined the school late in the year and were provided special training/s		
21		Children have been denied admissions due to lack of documents		
22		Number of Children have dropped out of school		
23		Number of Children has been expelled		
24		Children belonging to weaker sections/ disadvantaged groups is discriminated against		
25	Children have been discriminated against			



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26		Children have been subjected to corporal punishment		
27		Children have been subjected to mental harassment		
28		Children have been sexually harassed		
29		All desirous children have received transfer certificates		
30		Identification and assessment of child with special needs has been done		
31		Aids and appliances have been provided for children with special needs (CwSN)		
32		CwSN can attend school i.e., there are no barriers		
33		Monthly stipend is paid to girl CwSN		
34		Support for home based education of children with severe/multiple disability has been provided		
35		Escort/travel allowance is provided to CwSN		
36		Appointment of special educators at block/cluster/school as per need has been done		
37		CwSN are aware about the facilities/schemes/concessions provided by education board		
38		All weather building is available		
39		Enough classrooms are available <ul style="list-style-type: none"> <li>• <i>Elementary: At least one classroom for every teacher and an office-cum- store-cum-Head teacher's room</i></li> <li>• <i>Secondary: 4 classrooms for 2 section school/2 classrooms for 1 section school</i></li> <li>• <i>Senior Secondary: 4 classrooms for 2 section school/2 classrooms for 1 section school for each stream i.e., Science, Arts and Commerce.</i></li> </ul>		
40		Barrier free access is there		
41		Adequate number separate toilets for boys are there (1 unit for every 80 boys)		
42		Adequate number separate toilets for girls are there (1 unit for every 80 girls)		
43		Boy's toilets have regular water facility		
44		Girl's toilets have regular water facility		
45		Boy's toilets are usable		
46		Girl's toilets are usable		
47	<b>School Related Issues</b>	Accessible toilet facilities for CwSN are available		
48		All CwSN toilets are functional		
49		Adequate drinking water is available (Requirement: 1.5 lt./person/day) (DW points: 1 for every 50 pupils)		



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50	Quality of drinking water is good		
51	Electricity is available in the school		
52	Electricity is functional in the classrooms		
53	A playground is there in the school		
54	School building is secured by either a boundary wall or fencing wall		
55	School has library		
56	School library has newspapers		
57	School library has magazines		
58	School library has books on all subjects		
59	School library has story books		
60	The timetable consists of a library period		
61	Regular entries are made in the library book issuance register		
62	Play Material, Games and Sports equipment are available		
63	Play Material, Games and Sports equipment are provided to children		
64	Teaching Learning Equipment is available for each class		
65	Available Teaching Learning Equipment is used for each class		
66	Digital infrastructure facilities are available in the school		
67	Available Digital infrastructure facilities are functional		
68	Available Digital infrastructure facilities are accessible to children		
69	Available Digital infrastructure facilities are being used in Teaching Learning		
70	Ek Bharat Shreshtha Bharat club has been constituted		
71	Innovative teaching methods/activities are being used		
72	The school is registered for Fit India school certification		
73	Bagless days have been introduced in the school		
74	Youth and Eco clubs are available in the school		
75	Labs are available with equipment and are being used		
76	Science and Maths kits are available		
77	Science and Maths kits are being used in classrooms		
78	Self-defence training is imparted to girl students (only for class VI-XII)		
79	School disposes its solid waste safely. <i>If yes, please specify the method</i>		
80	School disposes its liquid waste safely. <i>If yes, please specify the method</i>		



81		Some infrastructure facilities have been provided and maintained from schemes of other ministries. Please give comment.			
82	Teachers Related Issues	Teachers attend the school regularly			
83		Teacher(s) regularly come late to school			
84		Teacher(s) regularly leave early from school			
85		Teachers meet with parents/guardians to apprise them about attendance, ability to learn and progress made in learning			
86		Teacher(s) is engaged in private tuition			
87		Teacher(s) does classroom teaching			
88		Teacher(s) draws salary in this school, but does not work here			
89		Teacher(s) works in this school, but does not draw salary from this school			
90		Teachers are engaged in works other than teaching, disaster relief, election, or census work			
91		Enough teachers are available in the school			
92		Training has been provided to teachers recently			
93		Admin & Finance Related	Mapping and tracking of children have been done		
94			School is used for other purposes		
95	Application form fee has been collected				
96	Capitation fee has been collected				
97	Entrance fees has been collected				
98	Tuition fees has been collected				
99	Other fees/charges/expenses have been collected				
100	SMC has been constituted				
101	$\frac{3}{4}$ SMC members are from among parents of students studying in the school				
102	Half the SMC members are women				
103	Frequency of SMC meetings is not monthly				
104	SMC has prepared school development plan				
105	SMC monitors the school				
106	SMC members are not aware that they are members of SMC				
107	School has been visited by <i>BRC coordinator/BEO</i> during the previous 12 months. If yes, the number of visits?				
108	School has been visited by <i>CRC coordinator</i> during the previous 12 months. If yes, the number of visits?				
109	School has received composite school grant				
110	School has received funds for sports equipment				
111	School has received funds for library				
112	Allocation for CWSN has been received				
113	School has received Grant for self-defence				



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		training for girls (only for class VI-XII)		
114		Transport allowance has been received		
115		Transport allowance has been spent		
116		At least 10% of the Composite grant has been spent on Swachhta Action Plan (SAP)		
117		Funds for sports equipment have been spent		
118		Funds for library have been spent		
119		Funds for special education have been spent		
120		Composite grant expenditure is as per norms		
121		Sports equipment grant expenditure is as per norms		
122		Library grant expenditure is as per norms		
123	<b>Safety &amp; Security Related</b>	School has constituted School Safety Committee (SSC)		
124		School has implemented the guidelines by National Disaster Management (NDMA) on School Safety and emergency preparedness.		
125		School has suggestion box/question box/grievance box or any other mechanism for students/parents to inform about any safety concerns		
126		'School Safety Pledge' is predominantly displayed in the school campus		
127		Electric cables & wires are insulated with proper earthing and beyond the reach of children		
128		School has a Medical/Sick Room with essential medicines and first aid equipment		
129		School has access to qualified Counsellor on call, as per requirement		
130		School strictly monitors and addresses the issues of bullying, harassment, and discrimination/prejudice against students on the basis religion, caste, gender. Language, physique, disability or any other factor		
131		School has a basic medicine box/first aid kit		
132		Emergency medical care numbers are displayed in the school		
133		School has sensitization programs for students & teachers to accommodate and harmonize with CwSN		
134		Atleast one teacher has undertaken any professional course on skills in guidance and counselling		



## Questionnaire for KGBV

### Part-A

1. UDISE Code (11 digits):
2. Name of the State/UT:
3. Name of the District:
4. Name of the Block:
5. Type of KGBV: *(Please tick in the table below)*

Type	Occupancy	School and/or Hostel	Please tick (✓)
Type I: For classes VI to VIII		School with hostel	
		Hostel only	
Type II: For classes VI to X		School with hostel	
		Hostel only	
Type III: For classes VI to XII		School with hostel	
		Hostel only	
Type IV: For classes IX to XII		School with hostel	
		Hostel only	

### Part-B

S.N.	Category	Sub-category	Yes/No	Comments
1	<b>Student Related Issues</b>	Number of Girls dropped out in last one year		
2		Special training provided to out-of-school girls (drop out/never enrolled)		
3		Girls are engaged in scout & guides <i>(Mention numbers in the comments' column)</i>		
4		Girls are engaged in theatre and other music & dance forms <i>(Mention numbers in the comments' column)</i>		
5		Girls have participated in State/National competitions and activities in last year		
6		Girls have participated in various sports competitions (district level & above)		
7		Self-defence training has been given		
8		Girls achieved recognition in self-defence/martial arts/ taekwondo etc.		
9		Girls practice self-defence techniques regularly		
10		Girls have received textbooks within 1 <sup>st</sup> week of new academic session		

11		Girls have received uniforms within 1 <sup>st</sup> month of new academic session		
12		Girls' feedback on quality and quantity of cooked food is positive		
13		Free sanitary napkins are provided to girls		
14	<b>School Related Issues</b>	Teaching Learning equipment are available for each class		
15		Teaching Learning equipment are used in each class		
16		Enough teachers are available (as per sanctioned teaching posts)		
17		Support staff are appointed (as sanctioned)		
18		Chowkidar/peon is appointed (as sanctioned)		
19		School has a boundary wall with gate		
20		There is a designated dining area		
21		Separate bedding allocated to each student		
22		Bedding is changed every 3 years		
23		Uninterrupted electricity supply		
24		School has library		
25		School library has newspapers		
26		School library has magazines		
27		School library has books on all subjects		
28		School library has story books		
29		Regular entries are made in the library book issuance register		
30		Clubs/houses are formed in the school		
31		Monthly calendar of activities is formed for clubs		
32		Sports period is specified in the timetable		
33		Availability of sports equipment & kit		
34		Sports equipment are used by the students		
35		Vocational courses are offered by the KGBV		
36		Offered vocational course/s is/are accredited by a body/institution		
37		Existing skill development courses address local demands		
38		Enough girls have registered in vocational skills development course/s		
39		CAL/ICT lab/Smart Classroom are available		
40		CAL/ICT lab/Smart Classroom are functional and in use		
41		Uninterrupted internet facility is available		
42		Digital contents are available and used by the girls		
43		Guard room is available (entry from outside KGBV premises)		
44		Emergency lighting system is available		



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45		Safety instructions for visitors are being followed		
46		The helpline numbers are written on the wall		
47		Functional fire extinguisher available		
		Complaint box in KGBV placed and is being used		
48		There is a provision of safe disposal of the used sanitary napkins		
49		First aid kit is available and accessible to girls		
50		KGBV premises, bathroom & toilets are functional and clean		
51		Enough rooms/dormitories are available for girls		
52		Adequate arrangement of beds and beddings are available		
53		Adequate drinking water is available		
54		Sufficient water supply and washing stations are available		
55		Playground is available and maintained		
56		Plantation/kitchen garden is maintained		
57		Some infrastructure facilities have been provided and maintained from schemes of other ministries. Please give comment.		
58		Best practices are recorded in last 6 months		
59	<b>Admin &amp; Finance Related Issues</b>	Post of warden is filled		
60		Health cards of all students are maintained		
61		Warden stays in the hostel		
62		Only female staff can access to residential area of girls		
63		Exposure visits were organized in last 6 months		
64		Specific skill training is conducted		
65		Career guidance program/s have been conducted in last year		
66		Provisions of grievance redressal mechanism for KGBV girls and other teaching and non-teaching staff		
67		Number of visits by CRC/BRC in last one year		
68		Actions were taken based on the previous findings in visits by CRC/BRC		
69		Various registers and records are maintained		
70		There is a mechanism in place for parent teacher interaction on girls' progress reports		
71		Number of SMC meetings held last year		
72		Number of PTA meetings held last year		
73		Records of passed out girls is maintained		
74		Processes maintained in KGBVs for entries		



45		Safety instructions for visitors are being followed		
46		The helpline numbers are written on the wall		
47		Functional fire extinguisher available		
		Complaint box in KGBV placed and is being used		
48		There is a provision of safe disposal of the used sanitary napkins		
49		First aid kit is available and accessible to girls		
50		KGBV premises, bathroom & toilets are functional and clean		
51		Enough rooms/dormitories are available for girls		
52		Adequate arrangement of beds and beddings are available		
53		Adequate drinking water is available		
54		Sufficient water supply and washing stations are available		
55		Playground is available and maintained		
56		Plantation/kitchen garden is maintained		
57		Some infrastructure facilities have been provided and maintained from schemes of other ministries. Please give comment.		
58		Best practices are recorded in last 6 months		
59	<b>Admin &amp; Finance Related Issues</b>	Post of warden is filled		
60		Health cards of all students are maintained		
61		Warden stays in the hostel		
62		Only female staff can access to residential area of girls		
63		Exposure visits were organized in last 6 months		
64		Specific skill training is conducted		
65		Career guidance program/s have been conducted in last year		
66		Provisions of grievance redressal mechanism for KGBV girls and other teaching and non-teaching staff		
67		Number of visits by CRC/BRC in last one year		
68		Actions were taken based on the previous findings in visits by CRC/BRC		
69		Various registers and records are maintained		
70		There is a mechanism in place for parent teacher interaction on girls' progress reports		
71		Number of SMC meetings held last year		
72		Number of PTA meetings held last year		
73		Records of passed out girls is maintained		
74		Processes maintained in KGBVs for entries		



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		and purchases, status of cashbook and passbook		
75		Provision of cash with warden for emergency support		
76		Funds for school maintenance grant is provided		
77		Funds for sports grant is provided		
78		Funds for library grant is provided		
79		Coach is available		
80		Teachers were trained in the last year		
81	<b>Food Related Issues</b>	Food served is fresh and balanced		
82		Menu is displayed in the dining area		
83		Head cook is appointed		
84		Cooks are appointed (as sanctioned)		
85		Food is prepared and served with cleanliness		
86		Mechanism in place for advance ration for next 15 days		
87	<b>Safety &amp; Security Related Issues</b>	School has constituted School Safety Committee (SSC)		
88		School has implemented the NCPCR guidelines for physical and infrastructural safety for residential schools		
89		School has access to qualified Counsellor on call, as per requirement		
90		School strictly monitors and addresses the issues of bullying, harassment, and discrimination/prejudice against students on the basis religion, caste, gender. Language, physique, disability or any other factor		
91		School has a basic medicine box/first aid kit		
92		Emergency medical care numbers are displayed in the school/hostel		
93		School has sensitization programs for students & teachers so as to accommodate and harmonize with CwSN		
94		Atleast one teacher has undertaken any professional course on skills in guidance and counselling		
95		Provision of functional sanitary napkin vending machines and incinerator in school/hostel		
96		Awareness programs have been conducted among adolescent girls in school/hostel about Menstrual Hygiene and safe disposal of Menstrual Waste		
97		Electric cables & wires are insulated with proper earthing and beyond the reach of children		



## Questionnaire for Netaji Subhash Chandra Bose Avasiya Vidyalaya

### Part A

1. UDISE Code (11 digits):
2. Name of the State/UT:
3. Name of the District:
4. Name of the Block:
5. Type: Elementary/Secondary
6. Occupancy:

Netaji Subhash Chandra Bose Avasiya Vidyalaya	Residential School	Capacity 50	
		Capacity 100	
		More than 100	
	Hostel	Capacity 50	
		Capacity 100	
		More than 100	

### Part B

Please fill either of the questionnaires given below as per the requirement (Residential school/Hostel).

Questionnaire for Residential School				
S.N.	Category	Sub-category	Yes/No	Comments
1	Student Related Issues	Students dropped out in last one year		
2		Special training provided to out-of-school children (drop out/never enrolled)		
3		Students have participated in State/National competitions and activities in last year		
4		Students have participated in various sports competitions (district level & above)		
5		Specific skill training has been given to students		
6		Students have received textbooks within 1 <sup>st</sup> week of new academic session		
7		Students have received uniforms within 1 <sup>st</sup> month of new academic session		
8		Students' feedback on quality and quantity of cooked food is positive		



9	School Related Issues	Teaching Learning equipment are available for each class		
10		Teaching Learning equipment are used in each class		
11		Enough teachers are available (as per sanctioned teaching posts)		
12		Support staff are appointed (as sanctioned)		
13		Chowkidar/peon is appointed (as sanctioned)		
14		School/Hostel has a boundary wall with gate		
15		There is a designated dining area		
16		Separate bedding allocated to each student		
17		Bedding is changed every 3 years		
18		Uninterrupted electricity supply at night		
19		School has library		
20		School library has newspapers		
21		School library has magazines		
22		School library has books on all subjects		
23		School library has story books		
24		Regular entries are made in the library book issuance register		
25		Clubs/houses are formed in the school		
26		Monthly calendar of activities is formed for clubs		
27		Sports period is specified in the timetable		
28		Availability of sports equipment & kit		
29		Sports equipment are used by the students		
30		Vocational courses are offered by the school		
31		Offered vocational course/s is/are accredited by a body/institution		
32		Existing skill development courses address local demands		
33		Enough girls have registered in vocational skills development course/s		
34		CAL/ICT lab/Smart Classroom are available		
35		CAL/ICT lab/Smart Classroom are functional and in use		
36		Uninterrupted internet facility is available		
37		Digital contents are available and used by the students		
38		Guard room is available		
39		Emergency lighting system is available		
40		Safety instructions for visitors are being followed		



41		The helpline numbers are written on the wall		
42		Functional fire extinguisher available		
		Complaint box in the school placed and is being used		
43		First aid kit is available and accessible to students		
44		School premises, bathroom & toilets are functional and clean		
45		Enough rooms/dormitories are available for students		
46		Adequate arrangement of beds and beddings are available		
47		Adequate drinking water is available		
48		Sufficient water supply and washing stations are available		
49		Playground is available and maintained		
50		Plantation/kitchen garden is maintained		
51		Some infrastructure facilities have been provided and maintained from schemes of other ministries. Please give comment.		
52		Best practices are recorded in last 6 months		
53	<b>Admin &amp; Finance Related Issues</b>	Post of warden is filled		
54		Health cards of students are maintained		
55		Warden stays in the hostel		
56		Exposure visits were organized in last 6 months		
57		Specific skill training is conducted		
58		Career guidance program/s have been conducted in last year		
59		Provision of grievance redressal mechanism for students and other teaching and non-teaching staff		
60		Number of visits by CRC/BRC in last one year		
61		Actions were taken based on the previous findings in visits by CRC/BRC		
62		Various registers and records are maintained		
63		There is a mechanism in place for parent teacher interaction on students' progress reports		
64		Number of SMC meetings held last year		
65		Number of PTA meetings held last year		
66		Record of passed out students is maintained		
67		Processes maintained for entries and purchases, status of cashbook and		



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		passbook		
68		Provision of cash with warden for emergency support		
69		Funds for school maintenance grant is provided		
70		Funds for sports grant is provided		
71		Funds for library grant is provided		
72		Enough teachers are available in the school ( <i>as sanctioned</i> )		
73		Coach is available		
74		Teachers were trained in the last year		
75	<b>Food Related Issues</b>	Food served is fresh and balanced		
76		Menu is displayed in the dining area		
77		Head cook is appointed		
78		Cooks are appointed (as sanctioned)		
79		Food is prepared and served with cleanliness		
80		Mechanism in place for advance ration for next 15 days		
81	<b>Safety &amp; Security Related Issues</b>	School has implemented the NCPDR guidelines for physical and infrastructural safety for residential schools		
82		School has access to qualified Counsellor on call, as per requirement		
83		School strictly monitors and addresses the issues of bullying, harassment, and discrimination/prejudice against students on the basis religion, caste, gender. Language, physique, disability or any other factor		
84		School has a basic medicine box/first aid kit		
85		Emergency medical care numbers are displayed in the school/hostel		
86		School has sensitization programs for students & teachers to accommodate and harmonize with CWSN		
87		At least one teacher has undertaken any professional course on skills in guidance and counselling		
88		'School Safety Pledge' is predominantly displayed in the school campus		
89		Electric cables & wires are insulated with proper earthing and beyond the reach of children		



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Questionnaire for Hostel only				
S.N.	Category	Sub-category	Yes/No	Comments
1	Student Related Issues	Students dropped out in last one year		
2		Special training provided to out-of-school children (drop out/never enrolled)		
3		Students have participated in State/National competitions and activities in last year		
4		Students have participated in various sports competitions (district level & above)		
5		Specific skill training has been given to students		
6		Students have received textbooks within 1 <sup>st</sup> week of new academic session		
7		Students have received uniforms within 1 <sup>st</sup> month of new academic session		
8		Students' feedback on quality and quantity of cooked food is positive		
9		School Related Issues	Support staff are appointed (as sanctioned)	
10	Chowkidar/peon is appointed (as sanctioned)			
11	School/Hostel has a boundary wall with gate			
12	There is a designated dining area			
13	Separate bedding allocated to each student			
14	Bedding is changed every 3 years			
15	Uninterrupted electricity supply at night			
16	Hostel has a library/Reading Room			
17	Hostel library has newspapers			
18	Hostel library has magazines			
19	Hostel library has books on all subjects			
20	Hostel library has story books			
21	Regular entries are made in the library book issuance register			
22	Availability of sports equipment & kit			
23	Sports equipment are used by the students			
24	Uninterrupted internet facility is available			
25	Digital contents are available and used by the students			
26	Guard room is available			
27	Emergency lighting system is available			
28	Safety instructions for visitors are being followed			
29	The helpline numbers are written on the wall			
30	Functional fire extinguisher available			



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		Complaint box in the school placed and is being used		
31		First aid kit is available and accessible to students		
32		School premises, bathroom & toilets are functional and clean		
33		Enough rooms/dormitories are available for students		
34		Adequate arrangement of beds and beddings are available		
35		Adequate drinking water is available		
36		Sufficient water supply and washing stations are available		
37		Playground is available and maintained		
38		Plantation/kitchen garden is maintained		
39		Some infrastructure facilities have been provided and maintained from schemes of other ministries. Please give comment.		
40		Best practices are recorded in last 6 months		
41	<b>Admin &amp; Finance Related Issues</b>	Post of warden is filled		
42		Health cards of students are maintained		
43		Warden stays in the hostel		
44		Exposure visits were organized in last 6 months		
45		Specific skill training is conducted		
46		Career guidance program/s have been conducted in last year		
47		Provision of grievance redressal mechanism for students and other teaching and non-teaching staff		
48		Actions were taken based on the previous findings in visits by CRC/BRC		
49		Various registers and records are maintained		
50		Record of passed out students is maintained		
51		Processes maintained for entries and purchases, status of cashbook and passbook		
52		Provision of cash with warden for emergency support		
53		Funds for hostel maintenance is provided		
54		Funds for sports grant is provided		
55		Funds for library/reading room grant is provided		
56		Enough staff is available in the school ( <i>as sanctioned</i> )		
57			Food served is fresh and balanced	



58	<b>Food Related Issues</b>	Menu is displayed in the dining area		
59		Head cook is appointed		
60		Assistant cooks are appointed ( <i>as sanctioned</i> )		
61		Food is prepared and served with cleanliness		
62		Mechanism in place for advance ration for next 15 days		
63	<b>Safety &amp; Security Related Issues</b>	Hostel has implemented the NCPCR guidelines for physical and infrastructural safety		
64		Hostel has access to qualified Counsellor on call, as per requirement		
65		Hostel strictly monitors and addresses the issues of bullying, harassment, and discrimination/prejudice against students on the basis religion, caste, gender. Language, physique, disability or any other factor		
66		Hostel has a basic medicine box/first aid kit		
67		Emergency medical care numbers are displayed in the hostel		
68		Hostel has sensitization programs for students & staff to accommodate and harmonize with CwSN		
69		At least one staff has undertaken any professional course on skills in guidance and counselling		
70			Electric cables & wires are insulated with proper earthing and beyond the reach of children	



**Details of CSA (Please fill in capital letter)**

- a) Name
- b) Mobile Number
- c) Email ID
- d) Date of the Visit
- e) Bank Name
- f) IFSC Code
- g) Account number


**Details of the SAFT members (present during the visit)**

S. N.	Name	Contact Number	Parent/VOW/SHG member/Other (Please specify)	Signature

**Any comments which the SAFT would like to give (Maximum 100 words)**

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**Annexure – IV**  
(Page Number 21)

**Suggestive costs** for various activities to conduct the social audit of the scheme are listed below:

Sl. No.	Activity	Unit cost in Rs.
1	Training to District Master Trainers (2 MT for each district)	3000/Master Trainer
2	Honorarium to CSAs (including public hearings)	2000/school audit
3	Honorarium to SAFT members (other than CSA)	500/member/school
4	Training to SAFT members	370/member
5	Stationary items to be used during the audit phase	200/school
6	Misc. cost (Conducting SA, Public Hearing arrangements etc.)	1000/school

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