

TRAINING MANUAL ON SOCIAL AUDIT

NATIONAL FOOD SECURITY ACT 2013



SOCIETY FOR PROMOTING RURAL EDUCATION AND DEVELOPMENT (SPREAD)

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Chairperson



FOREWORD

Food is an essential requirement in human life. But this essential requirement was not being met through any legislation till the enactment of the National Food Security Act, 2013 (NFSA, 2013 in short) which became effective from the 5th July 2013. Therefore, NFSA, 2013 is a very important social justice and social welfare legislation in India. Among the various aspects this Act mandates to provide adequate and quality foodgrains/meals to all entitled people at affordable prices at all times. To make this happen in a complex social set up, it is essential to ensure transparency and accountability of all the stakeholders and more so for the implementing agencies. Therefore, the law-makers have rightly made a provision for social audit. Social audit is an effective tool to empower even the most vulnerable members of the society who can ask questions to the authorities. For this purpose, the people are no longer the beneficiaries; they have become right holders to demand for their entitlements. The Act requires the State Governments to carry out periodic social audits through independent agencies. However, the enabling rules are yet to be notified for the state of Odisha.

At this juncture, the efforts of SPREAD to publish a training manual for Social Audit under the NFSA, 2013 is a significant step. The training manual is well drafted to fulfill the needs of the social auditors. Civil Society Organisations, government functionaries and other stakeholders can use this manual to train people to facilitate social audits to address the implementation issues relating to the NFSA, 2013. I strongly feel that Gram Sabhas are the proper fora for public hearing in the process of social audit.

I take this opportunity to congratulate SPREAD for taking the lead in preparing this training manual for the benefit of all the stakeholders. I am sure, the NFSA, 2013 can be implemented more efficiently with the active participation of right holders.


(Ranglal Jamuda)

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The Manual for the Trainers on Social Audit has been developed as part of the SPREAD project: Collective Action for Nutrition (CAN). The Collective Action for Nutrition project aims at improving nutrition status among women and children in 240 Gram Panchayats by ensuring transparency & accountability at various cutting-edge levels in six KBK districts, namely Balangir, Kalahandi, Koraput, Malkangiri, Nabarangpur and Nuapada in collaboration with Azim Premji Philanthropic Initiatives (APPI).

SPREAD extends deep gratitude to the team of consultants who were working with Ministry of Rural Development (MGNREGA Division), Government of India on Social Audit and also to the individuals who were pioneers in the right to food issues at the state and national level like Shri Balram from Jharkhand, Shri Gurjeet Singh, Director Jharkhand Social Audit unit, Shri Rupesh from Bihar and Dr. K. Anuradha from center for social audit NIRDPR, Hyderabad. They have made substantive contributions in the series of workshops and write-shops for developing this trainer's manual.

Some of the content of this manual have been drawn from the documents and literatures of previous social audits and the trainer's manual developed by the NIRD, Hyderabad for MGNREGA. We are highly thankful to team of Advisors to the CAN project for their valuable inputs to the manual.

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SPREAD is deeply indebted to all the right-holders, members of *Gramsabha*, PRI members of 24 Panchayats, duty bearers (who participated in 24 pilot social audits) of six KBK districts, who contributed to this manual in final stage. Without the participation of the community members it was impossible to complete the manual.

Bidyut Mohanty.
Secretary
SPREAD

List of Acronyms

AAY	Andodaya Anna Yojna
APL	Above Poverty Line
AIE	Alternative and Innovative Education
ASHA	Accredited Social Health Activist
AWC	Anganwadi Centre
AWH	Anganwadi Helper
AWW	Anganwadi Worker
BPL	Below Poverty Line
CAN	Collective Action for Nutrition
CBO	Community Based Organisation
CSO	Civil Society Organisation
CCH	Cook-cum-Helper
CWP	Civil Writ Petition
DPSP	Directive Principles of State Policy
DGRO	District Grievance Redressal Officer
EGS	Education Guarantee Scheme
FCI	Food Corporation of India
FGD	Focus Group Discussion
FPS	Fair Price Shop
GP	Gram Panchayat
IAY	Indira Awas Yojna
ICDS	Integrated Child Development Services
ICMR	Indian Council of Medical Research
IFSC	Indian Financial System Code

KBK	Kalahandi Balangir and Koraput
LCD	Liquid Crystal Display Projector
LCT	Learner Centered Training
MAMATA	Maternity entitlement in Odisha
MDM	Mid Day Meal
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MICR	Magnetic Ink Character Recognition
MUAC	Mid Upper Arm Circumference
NFSA	National Food Security Act
NHM	National Health Mission
NIRDPR	National Institute of Rural Development and Panchayati Raj
NPNSPE	National Programme for Nutritional Support to Primary Education
NTDNT	Nomadic Tribes and De-notified Tribes
OBC	Other Backward Castes
PDS	Public Distribution System
PHC	Primary Health Centre
PPT	Power Point Presentation
PRI	Panchayati Raj Institution
PUCL	Peoples Union for Civil Liberties
RTI	Right to Information Act
RTE	Right to Education
SC	Scheduled Castes
SFC	State Food Commission
SIRDPR	State Institute for Rural Development Panchayati Raj
SMC	School Management Committee
SPREAD	Society for Promoting Rural Education and Development
SSA	Sarva Sikshya Abhiyan
ST	Scheduled Tribes
TCT	Trainer Centered Learning
TPDS	Targeted Public distribution system

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Introduction

National Food security Act, 2013 (NFSA) is a classic piece of legislation that reinforced the welfare character of India. The Act guaranteed to provide food and nutritional security in a human life cycle approach by ensuring access to adequate quantity of quality food at affordable prices to people to live a life with dignity. There are four entitlements in the Act for the right-holders. They are, Targeted Public Distribution System (TPDS), Integrated Child Development Services (ICDS), Maternity benefits & Mid Day Meal. The Act came after a long struggle of civil society organisations, people's organisations, left parties & many academicians. The role of "Right to Food Campaign" is significant in creating a demand for the legislation, influencing and contributing to the formulation of the law. There are a lot of expectations from this act to tackle starvation & acute malnutrition prevalent among the people in the country. NFSA is the second Act after the MGNREGA, which has provision for Social Audit in the chapter-XI, to ensure transparency and accountability of the duty bearers. However it's a pity that even after the three years of the legislation neither Government of India nor a single state has framed rule/guideline for the social audit of NFSA.

This Social Audit-Training Manual is developed with an objective that different states will use it to train resource persons to facilitate social audits of NFSA. This manual is a guide for those who are associated with social audit.

This trainer's manual has been developed based on the decade long experience of SPREAD in facilitating community mobilization and community based monitoring of various food & social security entitlements, programmes & facilitating social audits. The experience of State Advisor's Office to Supreme Court Commissioners on Right to Food (CWP -196/2001), experience of other civil society organizations on MGNREGA, Government of India's experience have added value to this manual. Inputs were taken from social audit experts of other states for finalizing the trainer's manual. The manual was finalized after facilitating four training programmes for 250 team members of SPREAD & 24 pilot social audits in 6 KBK districts of Odisha.

This manual might be useful for the state social audit unit and also for the social workers of civil society organizations, community based organizations like self-help groups, youth clubs and any volunteers.

This manual consists of a total of 14 days schedules with guidelines for each sessions for the facilitators. The trainer manual has primarily two segments, one is the theory part where approximately 7 days of class room training is imparted, and the second part is the practical one where 7 days are spent in field in conducting social audits followed by one day reflection & wrap-up. It is designed in such a way that the participants will have adequate interaction with the trainers and the community, experiential learning and also learning in direct and indirect ways. The whole fieldwork will give scope for 'learning while doing' – a first hand experience in conducting social audits under NFSA.

Each day's sessions have been meticulously designed to cover major aspects of audit, where lots of group activities have been incorporated. Attempt has been made to simplify the concepts and processes around NFSA. This training programme can be taken as an extra in-job training for the social audit staff and practitioners. The state training institutes can play a significant role to train their people in their own states. But we feel that any state can customize the manual according to their needs and state

experiences. The manual is developed in the principles of participatory training which will be interesting and interactive and where the learning becomes faster. The supplementary materials will help the facilitators to refer for each session with spontaneity and creativity. The manual and the supplementary materials should be used together along with the facilitator's own skills keeping in mind the objectives of the Act.

The manual sequence is only a guideline, but facilitator is free to add his or her own innovations and insights in changing the sequence, but a logical flow needs to be maintained. The manual has given clearly the material list required for each session, the content, the exercise details, the preparation time for each task and also the presentation time to guide the facilitators.

Objectives of the Manual

- To build the perspective of the participants on the basic principles of democracy, constitutional values, right to life as a key fundamental right, transparency and accountability in development programmes.
- To enhance the understanding of the participants on National Food Security Act.
- To build knowledge on theoretical aspects of social audit
- To enhance skills of the participants in conducting social audits of NFSA with true participation of local communities
- The manual may help the government of Odisha to train its facilitators to conduct social audits of NFSA
- To create a knowledge repository for other states who can use this module in their respective states by customizing it

Suggestions for the Facilitators

- 30-40 trainees per batch could form an ideal number under a training programme.
- Sessions need to be organized before beginning of the training
- The span for one batch of training is 15 days that includes both classroom and really doing the social audit
- Local language should be used in the training as far as possible
- Give the supplementary material to the participants for their reference
- Facilitate as many group discussions and interactions to make the training participatory
- Preparation for field to be done in advance
- Improvise on sequence of sessions as and when necessary
- Introduce as much question and answer or quiz methods for more involvement of the trainees
- Conduct pre and post assessment of the training
- Ensure that the evaluation is done at the end with the involvement of the trainees
- In end of each day take feed back from the participants - both in classroom and as well as in the field

Ethics of Training:

This 15 days training programme would provide opportunity to each participants to interact with others in the classroom as well as in the field. The fieldwork involves more interaction with the common people, rights-holders, PRI members, and local service providers in a range of community-centric situations. As these interactions are more public in nature, certain rule and norms are highly required. The following guideline should be followed to make these interactions fruitful and enriching.

- All participants are expected to maintain self-discipline
- Honesty and transparency must be reflected in one's conduct throughout the programme
- Punctuality in attending the house sessions and field meetings is highly required. It is a symbol of giving respect to other colleagues and is a sense of value for time
- Accepting differences and working together is necessary to facilitate learning, within and outside the classroom
- Sensitivity towards gender, caste, ethnicity and issues should be built in to the tone of the discussions and in all interactions in and outside the classroom
- The larger goal of social audit is not fault-findings. It is a process of building community's understanding on the programmes and helping them to own these programmes. It's a tool of accountability and should be reformatory in nature. This must be kept in mind and reflected throughout the process.
- Social audit may generate situations of conflict, misunderstanding and disturbance within the community. Trainers and participants must work within these constraints and attain the goal of the programme

Standard Guidelines during conducting Social Audit

The content and the design is developed in such a way that to understand not only the theoretical aspects but also the gaining the practical knowledge by doing it. It is essential to learn the content but also to put it in practice. So the field visits & practical social audit is core part in the training.

There is 7 days field visit where participants conduct an actual social audit for the schemes under NFSA those are ICDS, TPDS, MDM and MAMATA (maternity entitlement). These field days are aimed to strengthen the skills of the trainee in conducting social audits, facilitating discussion in the Gram Sabhas on the outcome and also creating an opportunity for using the knowledge gained from the classroom training. During the practical social audit the facilitators should divide the responsibility among the team members as follows:

- Inform the concerned officials about plan to conduct social audit before 15 days
- For sake of transparency, the details of the participants should be informed to the concerned officials
- Keep time limitations in mind while conducting social audits
- Batches must consist of at least 5 to 7 participants

- Teams can be divided during the social audit to meet the officials, to verify documents and also to conduct door-to-door visit and interaction
- In the absence rules for NFSA, which might have suggested the sample size, we suggest that a sample size 30% is a fair one. But if one thinks appropriate, 100% coverage of right-holders for verification can be considered. States may also decide the sample size.
- It is necessary to be sensitive while asking questions to women who are covered under ICDS and maternity benefit scheme
- Teams are instructed to carry note-books to write observations
- In order to cross-verify the document, door-to-door visits, village meetings and focus group discussions are to be done .
- At the end of the field visit, debriefing and presentation by groups to understand their challenges and key learning's is done

Detailed Training Schedule

Day 1	Session Timing	Content	Objective of the Session
	9.30 - 10.00 am	Registration	To know the number of trainees reported for the programme
	10.00 - 10.30 am	Welcome address	To greet and encourage them and give a brief of the background of the training programme. Request one of the team member to sing a song and everyone joins.
	10.30 - 10.45 am	Pre-assessment	To assess the initial practical understanding about NFSA and social audit
	10.45 - 11.00 am	Expectations from the training	To know what brought them to this programme, knowing their expectations, aspirations and anxieties if any
	11.30 - 12.30 am	Introduction of the participants	Knowing each other
	12.30 - 1.30 pm	Understanding Constitution of India	Introducing the participants to the Indian Constitution, and briefly taking them through the journey of our freedom struggle
	1.30 – 2.30 pm	Lunch break	
	2.30 – 2.45 pm	Song and recap of previous the session	Recap of the previous session Constitution
	2.45 - 4.00 pm	Discussion on rights based framework	Introducing them into different frameworks and then taking them to rights based approach
	4.00 - 4.30 pm	Tea break	
	4.30 - 5.30 pm	Song and recap of previous session	To build up the group knowledge where facilitators and participants are involved
	5.30 - 6.30 pm	Break	
	6.30 - 8.00 pm	Film Screening on the Constitution	
	8 pm onwards	Dinner and rest	
Day 2	9.30 - 10.00 am	Song and recap of the previous day and addressing doubts. Briefly describe how the day is going to be in 3 to 4 points	

	10.00 am - 1.30 pm (Include a tea break)	Poverty , Inequality and their multidimensionality	Introducing them to different concepts and dimensions on poverty and Inequality
	1.30 - 2.30 pm	Lunch break	
	2.30 – 2.45 pm	Song and recap of the previous session	Recap of the previous session on Poverty
	2.45 - 4.00 pm	Need for social welfare schemes	Discuss key objectives ,need and different programmes
	4.00 - 4.30 pm	Tea break	
	4.30 - 5.30 pm	Recap of the previous session	Recap of the need for social welfare programmes
	5.30 - 6.30 pm	Break	
	6.30 - 8.00 pm	Show film on Constitution (2 nd part) followed by feed back	
	8 pm onwards	Dinner and rest	
Day 3	9.30- 10.00	Song and recap of the previous day and addressing doubts. Briefly describe how the day is going to be in 3 to 4 points	
	10.00 am - 12.30 pm (Include a tea break)	Social Accountability	Introduction to social accountability, its need and its principles
	12.30 - 1.30 pm	Background of NFSA, Right to Food case in Supreme Court and Right to Food Campaign	To know the struggle behind food rights law
	1.30 - 2.30 pm	Lunch break	
	2.30 – 2.45	Recap of the previous	
	2.45 - 5.30 pm (Include tea break)	Discussion on provisions of NFSA	To know the significant provisions under the act
	5.30 - 6.30 pm	Break	
	6.30 - 8.30 pm	Film Screening on RTI “Well done abba”	

	8.30 pm onwards	Dinner and rest	
Day 4	9.30 - 10.00 am	Song and recap of the previous day and addressing doubts. Briefly describe how the day is going to be in 3 to 4 points	
	10.00 am - 1.30 pm (include a tea break)	Discussion on provisions of ICDS	Introduction to ICDS, services, committee, etc
	1.30 - 2.30 pm	Lunch break	
	2.30 – 2.45 pm	Recap of the session for 15 minutes.	
	2.45 – 4.00 pm	Continue discussion on ICDS	To assess the knowledge of the participants
	4.00 - 4.30 pm	Tea break	
	4.30 - 5.30 pm	TPDS and MAMATA Yojana	Introduction to MAMATA
	5.30 - 6.30 pm	Break	
	6.30 - 8.00 pm	Discussion on MDM	Introduction to the scheme, background, entitlement of Mid Day Meal (MDM).
	8 pm onwards	Dinner and rest	
Day 5	9.30 - 10.00 am	Song and recap of the previous day and addressing doubts. Briefly describe how the day is going to be in 3 to 4 points	
	10.00 - 11.00 pm	Recap of the previous days session on the 4 schemes	MDM, ICDS, Maternity entitlement\ MAMATA and TPDS
	11.00 - 11.15 am	Tea break	
	11.15 am – 1.00 pm	Introduction to Social Audit	Background, what it is - history and steps
	1.00 – 1.30 pm	Recap of the session	Social audit
	1.30 - 2.30 pm	Lunch break	
	3.30 - 5.30 pm (Include tea break)	Exercise on Social Audit	Verification of entitlement

	5.30 – 6.30 pm	Exercise on documents	Verification and cross verification of entitlements
	6.30 - 7.00 pm	Recap of the session at community and feedback of the day	
	7.00 - 8.00 pm	Break	
	8 pm onwards	Dinner and rest	
Day 6	9.30 - 10.00 am	Song and recap of the previous day and addressing doubts. Briefly describe how the day is going to be in 3 to 4 points	
	10.00 - 11.15 am	Social Audit Reporting format	To understand how to report and how to analyse cases
	11.15 - 11.30 am	Tea break	
	11.30 am - 12.30 pm	Role of Gramsabha in Social Audit	How to conduct, few key points to note, do's and don'ts
	12.30 - 1.30 pm	Social Audit Formats	
	1.30 - 2.30 pm	Lunch break	
	2.30 -5.30 pm (Include tea break)		
	5.30 - 8.00 pm	Community session, logistics, group makings. etc	
Day 7	Transit time to reach field		
Day 8 to Day 14	Field work to conduct social audit		
Day 15	9.30 - 10.45 am	Welcome	Welcoming everyone and giving time to prepare presentations
	10.45 am - 1.30 pm	Group presentations and discussion	
	1.30 - 2.30 pm	Lunch break	
	2.30 - 4.00 pm	Presentations continue	
	4.00 - 4.20 pm	Assessment and evaluation	
	4.20 - 4.30 pm	Valedictory session	Valediction and conclusion

Supplementary material reference for trainers

Content	Presentation	Handouts or reading material	Films/Documentaries	How to conduct the session e.g. Questions for group discussion on specified content/topic along with preparation time and presentation time
Day 1: Indian constitution	Samvidhan in Odia and in English	Odia material and english material	Samvidhan episodes	Questions by making 10 groups and ask them to present in the session on constitution (checklist - 1)
Rights based framework	Rights based framework	Handout on rights based framework	Mendha Lekha (film on Forest rights)	Questions for discussion on rights based work(checklist -2)
Day 2: Poverty and Inequality	What is poverty and its dynamics	Poverty statistics and referral reading	-	Questions on role play(checklist - 3)
Need for Social Welfare Programmes	Overview of the need for social welfare programs		=	Questions for group discussion (checklist -4)
Day 3: Social Accountability	Principles of social accountability	Auditing standards: Audit of scheme rules for Social audit under MGNREGA		Checklist for group discussion on social accountability(checklist -5)
NFSA	Right to Food Case in Supreme court & right to food campaign and National food security act	Act in English and in Odia, Yojana article	Well done abba	Questions for group exercise on the act(checklist -6)
Day 4: ICDS	Overview of the scheme, history, Slides on the MIS registers	ICDS provisions, Nuapada report Social audit report of ICDS of 2015 and 2016	Standard menu film and poshan	Questions for groups discussion on ICDS, 6 sets of quiz question(checklist - 7)
MAMATA	MAMATA as a scheme	Articles on MAMATA	-	Quiz questions on MAMATA (checklist -8)
Day 5: MDM and TPDS	PDS and MDM as a scheme	PDS control order in English	-	Guidelines for open discussion on TPDS and MAMATA (checklist -9)
Social Audit	Introduction to social audit and its steps	Reading material		Guidelines to lead the session on social audit (checklist -10)
Verification of entitlements	PPT	Notes of the previous group ppt		Questions on how to lead the verification exercise (checklist -11)
Day 6: Reporting	Social audit reporting	Case studies	Previous reports	
Gramsabha	Key points in Gramsabha			
Do's and Don't's	PPT	Handouts on Do's and don't's		
Day 7 to 14	Field work			
Day 15	Debriefing and Report presentation, Valediction, post assessment and evaluation			

Day1: Indian Constitution and Rights-based Framework

Session	Topic	Duration
1	Inaugural, introduction to the training, objectives of the training and expectation from the participants	1 hour
2	Pre- assessment of the participants	20 minutes
3	Understanding Constitution of India	2 hours
4	Rights based framework	2 hours and 15 minutes
5	Film Screening on the Constitution	2 hours

Day1/Session 1: Inaugural, Introduction to the training, Objectives of the training and Expectation from the participants

“We welcome the trainees to the 15 days training programme on social audit under NFSA. As you all have been associated with different social audits at different level, you might have undergone many short and long duration trainings from different organisations, institutions. This training is one more step in the same direction.”

First say few words about it and also say briefly about the manual and the objectives of the training.

The training programme includes 6 days of class room training on various aspects, such as rights based framework, Indian Constitution, steps of social audit, National Food Security Act 2013, etc. 6 days of classroom training sessions will be followed by 7 days of field work, where social audit will be conducted by the participants to have hands-on experience. On the 14th day of the training, a debriefing session will be conducted where all the teams will be back from the field and share their experiences and learnings.

This course is also be attended by participants from civil society members who are dedicated for social audits and working closely with community. The facilitators will always encourage participants to sing songs to make the classroom a joyful learning environment.

The facilitators also need to ask the participants about the expectations from the training.

Objective

- To introduce to the course and objectives
- To know the participants
- To set rules for the training, and norms to be followed for the whole training
- To discuss the assessment plan (both pre and post)

How to conduct the session:

Facilitators to begin the training programme with an introductory and open talk in a positive atmosphere. A small inaugural by lighting lamp to leaders like Mahatma Gandhi, Dr. B R Ambedkar may be done followed by the song & sharing of expectation from the participants. The facilitator will introduce the 14-day training programme on social audit under NFSA. The facilitator will set the tone,

explain the ground rules\norms for the whole training, assessment plan, and expected outcome at the end of the training. The first session ends with distribution of the minimum material for the training.

Tips to the Facilitator:

- Tell clearly about the training and about all the facilitators. If there is/are resource team (s) who will help during the training, then introduce them all to the trainees.
- Ask the participants how they feel, what made them join the training on social audit
- Discuss on the importance of the 14-day training programme
- Discuss the ground rules and their relevance

Ice breaking Exercise (Tips to the facilitator):

- You can do a pair exercise (By giving them 10 minutes, where they can come with information, about name, place, education, work experience and one of the funniest/significant incident of their own life).
- You can take them out and clap by and asking them to pair as the number you call, (like, 3, 4 etc and then introduce them in groups of 3 or 4).

Materials Required:

- Materials for inaugural, like lamp, photo of leader etc
- Minimum training kit containing folder, file, pen and copy
- Mike system

Day 1 \Session 2: Pre- assessment of the participants (20 minutes)

A pre-assessment of the trainees will be done on day 1 of the training programme. The participants will be given a pre-assessment form by the facilitators. The forms must be filled and handed over to the facilitator. The participants are expected not to see any material, or consult the fellow participants. All questions must be answered. The objective of this exercise is to asses the knowledge and information level of the participants before the beginning of the training program. At the end of 14 days there will be a post-assessment by using the same form. The forms will be checked by the facilitators\nresource team. The pre and post assessment forms will be used to see the changes on the following aspects:

- Constitution of India
- Key aspects of NFSA
- Steps of social audit
- Schemes under NFSA
- Rights-based framework

Day 1 \Session 3: Understanding Constitution of India (2 Hours)

This session is dedicated to discussing the Constitution of India, which has a vibrant history. Its preamble defines character of the country and its relationship with citizens. The Constitution guarantees right to life with dignity for all its citizens.

The Indian Constitution is the main document from which all other laws, system & structure of governance flows. It has clear provisions for our governance systems like Executive, Legislature and Judiciary.

The Constitution governs the center, the state and their functions and duties. The preamble states, “We the people of India having solemnly resolved to constitute India into a sovereign, socialist, secular, democratic, republic and to secure to all its citizens, justice, social, economic, and political; liberty of thought, expression, belief, faith and worship; equality of status, and opportunity and to promote among them all fraternity assuring the dignity of the individual and the unity of the nation”.

Article 21 of the Constitution guarantees the protection of life and it can be seen in a whole gamut of rights. Right to life deals with food, shelter, privacy, security, and it is fundamental to the human development.

National Food Security Act that you all will learn in the entire training is an expansion of right to life, which fulfills the promises of fundamental rights of the Constitution. Many rights-based acts have come from the source of right to life in India in the last decade or more.

Objectives:

- Introduce to constitutional framework of India and the Fundamental rights, fundamental duties & other articles like (Article 21, Right to life and Right to work etc)
- Discuss Directive Principles of State Policy (DPSP)
- Link constitutional provisions to accountability and rights-based approach.

How to conduct the session:

Session 3 will begin with a brief introduction by the facilitator on Constitution. To make the session more interesting the session begins with dividing the participants into 9 to 12 groups, and they will be asked to choose the chits (pre-prepared) and they will be asked to discuss for 10 minutes and then to present what they think about the particular term/word. After the presentations, facilitator is to sum up the discussion by showing the presentation on the issue, and later may have an open discussion with a set of questions. After the day the facilitator will show the film to have a deeper understanding of the process of drafting of the Indian constitution.

Tips to the Facilitator

- Use clear language to make it easy
- Use examples from own experience which participants can relate
- Ask the participants to read the preamble and explain it in their own language
- Facilitate the session so that they can make the link between right to life and NFSA.

Materials Required

- Questions for group discussion and presentation
- Questions for open discussion
- LCD, good mike system. Copies of the preamble and important articles
- Film on Constitution and its episodes

Day 1/Session 4: Rights Based Framework (2 hours 15 minutes)

Warm welcome to the 4th session of day 1. You all have learnt about the Constitution and right to life. This session will open up ways to rights based framework so that you all understand the need for rights based approach. Constitution has guaranteed the rights to its citizens and these are basic human rights, which need to be addressed. Indian governance system has shifted from approach to meet basic needs to welfare to empowerment and now to rights based approach. This shift has been remarkable. .

In the recent past, several rights based legislations have been enacted, which includes, Right to Information Act (RTI), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), NFSA, Right to Education Act (RTE), Forest Rights Act (FRA). The movements from civil society organisations and individuals and of course the left parties have resulted to such acts, which have changed the approach of the state towards its citizens. The rights based approach not only narrates the role of the duty bearers but also proposes active involvement of the citizens with the system. Thus rights based approach empowers the citizens and also make the delivery system accountable and transparent.

Objectives

- Introduce and discuss rights based approach at length
- Discuss the role of the duty bearers and right holders

How to conduct the session

This is a crucial session and participants are expected to understand the relevance of this session which can help in field later. So the facilitator can do the session in two ways. First, divide the participants into groups, give the case studies and ask them what they understand from the case. Ask them to identify the role of the duty bearers and find out if any rights are violated or any constitutional provisions are violated. The participants in groups can make the presentations. Later the facilitator can sum up by showing the presentation on Right based framework. The other way is to divide the participants into groups and give them the presentation on rights based approach and ask them present key points from it. After the groups present, the facilitator can sum up with examples from experiences.

Tips to the facilitator

- Introduce to the topic
- Divide the participants into 4 to 5 groups
- Allow them to read the case study for 10 minutes and present it in a simple way
- Facilitate the process so that the participant can link to constitutional provisions and right to life with presentations or case studies

Material Required

- Copies of the presentation on rights based approach
- Case studies
- Chart paper and sketch pens to present
- White Board and marker
- LCD and good mike system

Day 2: Multidimensional Poverty, Inequality and Need of Social Welfare Schemes

Session	Topic	Duration
1	Poverty, inequality and vulnerability	4 hours
2	Need for Social welfare schemes	1 hour 15 minute
3	Open discussion on the above two topics	1 hour

Day2/ Session1: Poverty, Inequality and Vulnerability (4 hours)

Welcome to the 2nd day of the training. Hope you all have had a comfortable stay. Today we will learn about what is poverty, multidimensional nature of poverty and relation between poverty and inequality. It is important for us to understand as we all will be working closely with the communities staying in villages.

Many times government uses different criteria to know who are poor. We all have heard about the BPL survey by the government and the SECC (Socio-economic caste census) survey, which has exclusion and inclusion criteria to identify the poor. Why do governments count the poor? It is because if the government knows the statistics then accordingly schemes can be designed for betterment of these marginalized sections.

As social auditors you all must understand the concept of poverty. There are several reasons for some sections remaining as poor. People are poor due to unequal distribution of resources, due to their exclusion in participation in the political process, due to stratified nature of society and failure of government schemes. There is also a stark difference between the absolute poverty and relative poverty. People who even don't get the basic minimum facilities are absolutely poor or extreme poverty. Others are relatively poor when compared to the comparatively well up sections with better amenities. But as Constitution guarantees right to life and preamble says that India is welfare states so government has prime responsibility to reduce poverty and associated vulnerability. In the context of the social audit process it is important to understand who are poor and extremely poor and ensure that they are included in the social audit process.

Objectives of the session

- Introduce concepts of poverty and its including definitions, how it is being measure from time to time
- Present the issues of poverty, inequality and vulnerability through role-plays
- To discuss causes of poverty

How to conduct the session

The facilitator will start the session by asking few questions like who are poor and why some are poor etc. It is necessary to note down the responses on the white board to gauge the how participants articulate it. Then divide the participants into 4 groups and ask them to show different dimensions of poverty by doing a role-play. After the role-play, sum up with the presentation on poverty and inequality linking to each role-play that is done by participants in groups.

Tips to the facilitators

- Divide the participants into 4 groups and see that there are females in each group which will enable them to do better role-play
- After the role-play please facilitate discussion
- Encourage participants to come up with own life examples
- Discuss the rural social system and link it with role-play
- Ensure everyone participates
- Before moving to session three, the facilitator can do a quick energizer

Material Required

- Questions for each group for role-play
- Basic poverty statistics
- Presentation on poverty
- LCD, and good mike systems
- White board and marker

Day 2 / Session 2: Need for Social welfare Schemes (1 hour 15 minutes)

Each one of you has to understand the need for social welfare schemes and how it is linked to poverty. Programme are designed keeping in mind the particular sections of the society. The facilitator will start with a discussion towards understanding of the background of the social welfare schemes and their larger objectives. Right from the dawn of independence Indian policy makers have professed to promote equitable economic development in the country. This has involved balancing economic growth with reduction in the acceleration of inequality and augmentation of social protection for the poor and vulnerable. The nomenclature for this growth strategy has changed and, in its current version, is called “*inclusive growth*.” Such a strategy has been enshrined in a number of official documents including the 11th and 12th Five Year Plans of the Government of India. Both high economic growth and effectively functioning welfare schemes are central to attaining inclusive economic growth. Indeed there is a symbiotic relationship between the two. The documents have argued that high economic growth both pull up people from below the poverty line and generate additional resources for financing welfare schemes and thus provides for social protection. Welfare schemes protect the poor and disadvantaged and equip the labour force in the lower rungs of the skill/economic welfare to better participate in the process of accelerating economic growth. However, the critiques of the theory have argued that between 2004-2012, when the country had quite high rate of economic growth the job creation has remained subdued.

In India many social welfare schemes are encapsulating sectors of health, education, pension, skill building, housing, food and nutrition etc. targeting the vulnerable category of its population i.e. for children, women, elderly and differently able persons.

Objectives of the session

- Discuss the social welfare schemes, which provide social security to poor
- To discuss the key objectives and features of the programme

How to conduct the session

The facilitator will start with an energizer as this session is basically content oriented. Divide the participants into groups and ask them to work on broad thematic groups and list the name of the scheme/ entitlements, (Employment, Health and Nutrition, Pension, Housing etc) the target group and the objectives of the scheme/entitlements under the broad theme. After each group presents, the facilitator will discuss the overall background with the help of the presentation.

Tips to the facilitator

- Ask the participants to make random checklist of all programmes, if they can't categorise any particular programme under the broad themes
- Encourage participants to come up with examples while analyzing the programme
- Facilitate the small group discussion during the exercise to bring out maximum from the participants

Materials Required

- Broad themes, chart paper, sketch pen
- Presentation on need for social welfare scheme
- LCD, mike etc

Day 2 \Session 3: Open Discussion on the above two topics (1 hour)

All of you have gone through two very content oriented topics i.e. poverty and need for social welfare scheme. Role-plays have energized you and you all have gone into understanding the different levels of poverty and dimensions of it. You also have got a deeper knowledge why programmes are designed and how they are related to poverty. So let us have an open discussion on the same. Facilitator needs to ask questions to participants to check the progress and how far they have understood the topics. Participants should be encouraged to give own examples as well.

Day 3: Social Accountability and National Food Security Act

Session	Topic	Duration
1	Social Accountability	3hours
2	Introduction to NFSA	2 hours
3	Provisions of NFSA	2 hours
4	Film Screening on Social Accountability	2 hours

Day3/ Session1: Social Accountability

Social accountability is an obligation and responsibility on the part of the government to be answerable to the citizens for its actions. Social accountability ensures the fulfillment of democratic and human rights principles. Accountability of government officials is a pre-condition for ensuring good governance. It is essential to understand the concept of social accountability and its principles to improve the efficiency of social programmes of Governments including National Food Security Act, Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Indira Awas Yojana (IAY), National Rural Livelihood Mission (NRLM) and others. There are different methods and tools of social accountability. The key components of social accountability practice include collection, analysis and dissemination of information, mobilization of public support, advocacy and negotiation for change. Social accountability mechanisms become extremely effective when institutionalized and linked to various structures of governance and institutions involved in service delivery.

Ways to ensure transparency and accountability of the government

1. The government programmes and all public works can be successfully monitored individually or collectively, when the public has an understanding and awareness about the following components of the programmes.
 - Understanding of the entitlements
 - Prescribed time frames
 - Who is responsible for what?
 - Prescribed standards and rates
 - Decision-making processes
 - Possibility for appeal
 - Complaint or grievance redressal
 - Reasonably expected outputs and outcomes
2. Transparency and accountability must be framed in a manner in which they are governed by universal and inclusive processes.
3. There must be equal and open access of information to all citizens and should preclude any attempt that may restrict/exclude a citizen from using information, or having to prove their locus standi.
4. There is need to specially empower and facilitate certain marginalised groups (SCs, STs, NT-DNTs, OBCs, women, disabled and others) to access information.
5. All relevant information regarding programmes and public institutions must be proactively displayed (mandatory) and made accessible through different modes and medium, ensuring local language compatibility and keeping in mind the needs of the semi-literate, the illiterate and the disabled.
6. Information must be authenticated, updated with reasonable periodicity, and put across in a manner and format that is easy to understand. Towards that end, special pro-formats and formats need to be developed.

7. Relevant information must be appropriately displayed at village, sub-State, State and national levels.
8. All decision-making should be done in public in the full view of all interested stake-holders. This is the best way of ensuring that decisions are not only fair but also appear to be fair.
9. Recognizing that despite best efforts, both the modes of providing information and of getting feedback can be corrupted or blocked; multiple modes and routes must be used in order to make it progressively difficult to inhibit the free flow of information to and from the people.

The main principles of Social Accountability are discussed below:

1. **Jankari (Access to information)** - All relevant information regarding social programmes and public institutions must be proactively displayed. It is mandatory to display such information. The information must also be accessible to all. The relevant information must be displayed at the appropriate level –village, sub-State, State and nation.
2. **Bhagidari** (Involvement and participation of citizens in the process of decision-making and arriving at a justifiable outcome) - As far as possible, all decision-making should be done in public in full view of all interested stakeholders. This is the best way of ensuring that decisions are fair. Committed efforts need to be made to include certain marginalised groups in accessing, availing of and learning about social welfare programmes.
3. **Karyawahi** (Time bound action)- The institution responsible for the inaction/lapses needs to take timely action after hearing from the public to rectify mistakes and make amends.
4. **Suraksha** (Protection of Citizens) - It is important to have a secure place for free and fair discussion during the Gram Sabha. Obtaining a secure place should be done through liaising with District Administration/Police.
5. **Sunani** (Citizen's right to be heard) - There should be a mechanism to address the grievance or difficulties faced by the citizens and to take suitable action. Citizens need to be well-informed about the follow-up process.
6. **Janatanka Manch** (Collective Platform) - Presence of collective platform will provide a safe and secure forum for free and fair discussion. It is important that the citizens come together to check corruption and ensure delivery of services and schemes. In order to bring everyone together on a collective platform, it is required that every member of the village is aware about the programme and the meeting with government officials. For this, wall paintings and posters could be used to display information.
7. **Prasar** (Report Dissemination) - The findings of social audit should be accessible to the citizens. The report of social audit needs to be distributed after conducting the audit.

Objectives:

- To understand the social accountability and its principles
- To know what these principles are
- To understand the relevance of each principle to the process of social audit

How to conduct the session

The session will begin with few questions to the participants to know what they think of the word 'social accountability'. The participants will be divided into 6 groups and each group will be given a institution or

an office (AWC, PHC, FPS, School, Block office etc). The participants will be given certain number of questions to come out how these institutions can be made accountable. After presentations by the groups, the facilitator would sum up the whole discussion by showing the presentation on social accountability.

Tips to the Facilitator

- Use the data that has come from the group presentation in leading the session
- Sum up the key learning as it is important session in the context of social audit
- Guidelines on how to carry out the exercise is given on the supplementary reference session last column

Materials Required

- Chart papers , sketch pen
- 6 broad themes\institution
- Questions for each group
- LCD, mike
- Presentation on social accountability

Day 3 / Session 2: Introduction to NFSA (2 hours)

The session will introduce you to the background of whole gamut of issues. It will discuss on why and how the Supreme court case on Right to Food came about, why people filed the case for food rights, how long the case was heard and why a campaign was needed on right to food. It will also discuss the history and how the act came about.

Civil Writ Petition 196/2001 or Right to Food Case

The prevalence of "hunger amidst plenty" in India took a new turn in mid-2001 as the country's food stocks reached unprecedented levels simultaneously while hunger intensified in drought-affected areas and elsewhere. This situation prompted the People's Union for Civil Liberties (Rajasthan) to approach the Supreme Court with a writ petition (Public Interest Litigation (PIL)) on the "Right to Food". Initially, the case was brought against the Government of India, the Food Corporation of India (FCI), and six state governments, in the specific context of inadequate drought relief. Subsequently, the case was extended to the larger issue of chronic hunger, with all states and union territories as respondents. The legal basis of the petition (PUCL vs Union of India and Others, Writ Petition [Civil] 196 of 2001) was that Article 21 of the Constitution guarantees "Right to Life" of each citizen, and imposes upon the state the duty to protect it. This right is fundamental. The Supreme Court has held in previous cases that the right to life includes the right to live with dignity and all that goes along with it, including the right to food. The petition argues, in essence, that the response to the drought situation by central and state governments, in terms both of policy and implementation, constitutes a clear violation of this right. The bulk of the petition attempted to establish this using (government and field-based) data from Rajasthan.

The petition pointed out two aspects of the state's negligence in providing food security. The first was the breakdown of the Public Distribution System (PDS). The availability of subsidized food grain was restricted to families living Below the Poverty Line (BPL), yet the monthly quota per family could not meet

the nutritional standards set by the Indian Council of Medical Research (ICMR). This was implemented erratically. A survey in Rajasthan indicated that only one third of the sample villages had regular distribution in the preceding three months and with no distribution at all in one sixth of them. The identification of BPL households was also highly unreliable. All in all, the assistance provided to BPL households through the PDS amounted to less than five rupees per person per month.

The other focus of the petition was the inadequacy of government relief works. Famine Codes operational in various states govern the provision of these works, and make them mandatory when drought is declared. Despite being required to give work to "every person who comes for work on a relief work", the Rajasthan government had followed a policy of 'labour ceilings', which restricted employment to less than 5 per cent of the drought affected population, by the government's own statistics. Actual employment has been even lower, and failure to pay the legal minimum wage has been reported at many places.

The petition demolished one official excuse for both these problems, namely the lack of funds. The Supreme Court had held that shortage of funds cannot be an excuse to fulfill constitutional obligations. In any case, that excuse was singularly inapplicable, given the availability of gigantic food stocks at that point of time. The state governments had repeatedly requested free grain for relief works from the central government, with little success. However, its failure to utilise the quantities already allotted to it undermines its own case.

The petition concludes with a request to the Supreme Court to intervene. Specifically, the petition asked the court to order the Government of Rajasthan to (a) provide immediate open-ended employment in drought-affected villages, (b) provide "gratuitous relief" to persons unable to work, (c) raise the PDS entitlement per family and (d) provide subsidised food grain to all families. Finally, the petition requested the court to order the central government to supply free food grain for these programmes.

The apex court issued 75 interim orders during the 16 years of hearing of the case. The court finally disposed off the writ petition on 8th February 2017.

About Right to Food Campaign

History

The campaign began with the above writ petition submitted to the Supreme Court in April 2001 by People's Union for Civil Liberties (PUCL), Rajasthan. Briefly, the petition demanded that the country's gigantic food stocks should be used without delay to protect people from hunger and starvation. Supreme Court hearings were held at regular intervals, and significant "interim orders" have been issued from time to time. However, it soon became clear that the legal process would not go very far on its own. This motivated the effort to build a larger public campaign for the right to food.

Issues

The campaign has already taken up a wide range of aspects of the right to food. Sustained demands include: (1) a National Employment Guarantee Act, (2) Universal Mid-Day Meals in primary schools, (3) universalization of the Integrated Child Development Services (ICDS) for children under the age of six, (4) effective implementation of all nutrition-related schemes, (5) revival and universalization of the public distribution system, (6) social security arrangements for those who are not able to work, (7) equitable land rights and forest rights. Some of these demands have already been met to some extent. For instance, the Indian Parliament unanimously enacted a National Rural Employment Guarantee Act in

August 2005, and cooked mid-day meals have been introduced in all primary schools following a Supreme Court order of April 2004. Further issues were taken up as the campaign grew.

Activities

A wide range of activities has been initiated to further these demands. Examples include public hearings, rallies, *dharnas*, *padyatras*, conventions, action-oriented research, media advocacy, and lobbying of Members of Parliament. To illustrate, on 9 April 2002 activities of this kind took place across the country as part of a national "Day of Action on Mid-Day Meals". This event was instrumental in persuading several state governments to initiate cooked mid-day meals in primary schools. Similarly, in May-June 2005, the campaign played a leading role in the *Rozgar Adhikar Yatra*, a 50-day tour of India's poorest districts to demand the immediate enactment of a national Employment Guarantee Act. Right to Food campaign took a leading role in demanding the National Food security Act. Five national conventions have been held so far: in Bhopal in June 2004, in Kolkata in November 2005, in Bodhgaya in April 2007, in Rourkela in August 2010 and in Gujarat in April 2014 and latest one at Ranchi in 2016.

Objectives:

- Introduce participants into the history of right to food case and campaign
- To orient participants on how campaign shaped public policy relating to food and nutrition in the country and enactment of NFSA

How to conduct the session:

Discuss about the background of the right to food PIL in Supreme Court by PUCL in the year 2001. How it brought the arguments around right to life with dignity under article 21 & discuss about subsequent 75 directives to Government of India to tackle starvation & malnutrition. How a commission system came and which further expanded to state advisors system to the Supreme Court.

Also discuss about the evolution of "Right to Food campaign at National level & at state levels to realize the supreme court orders & demand for National Food security act by the campaign which resulted in bringing the Act.

The facilitator will ask the participants whether they have heard about the right to food case and what do they think about it. It will be followed by history, campaign and different conventions for right to food. The facilitator to initiate a short discussion on how right to food strengthens food entitlements in the state. The session may be facilitated in question and answer mode with presentation on NFSA for the whole session.

Tips to the Facilitator

- The main facilitator should initiate as much discussion as possible
- The facilitator can invite a person who was engaged in right to food campaign so that participants will be able to hear and connect to the real struggle behind NFSA

Materials Required

- Presentation on Right to Food case and background
- LCD, and mike
- Short films on Right to Food.

Day 3 / Session 3: Provisions under to National Food Security Act**Salient features**

- **Coverage and entitlement under Targeted Public Distribution System (TPDS):** Up to 75% of the rural population and 50% of the urban population will be covered under TPDS (Targetted PDS), with uniform entitlement of 5 kg per person per month. However, since Antyodaya Anna Yojana (AAY) households constitute poorest of the poor, and are presently entitled to 35 kg per household per month, entitlement of existing AAY households will be protected at 35 kg per household per month.
- **State-wise coverage:** Corresponding to the all India coverage of 75% and 50% in the rural and urban areas respectively, the state-wise coverage will be determined by the Central Government. Planning Commission has determined the state-wise coverage by using the NSS Household Consumption Survey data for 2011-12.
- **Subsidised prices under TPDS and their revision:** Food grains under TPDS will be made available at subsidised prices of Rupees 3/2/1 per kg for rice, wheat and coarse grains respectively for a period of three years from the date of commencement of the Act. Thereafter prices will be suitably linked to Minimum Support Price (MSP).
- In case, any State's allocation under the Act is lower than their current allocation, it will be protected up to the level of average off take under normal TPDS during last three years, at prices to be determined by the Central Government. Existing prices for APL households i.e. Rupees 6.10 per kg for wheat and Rupees 8.30 per kg for rice has been determined as issue prices for the additional allocation to protect the average off-take during last three years.
- **Identification of Households:** Within the coverage under TPDS determined for each State, the work of identification of eligible households is to be done by States/UTs.
- **Nutritional Support to women and children:** Pregnant women and lactating mothers and children in the age group of 6 months to 14 years will be entitled to meals as per prescribed nutritional norms under Integrated Child Development Services (ICDS) and Mid-Day Meal (MDM) schemes. Higher nutritional norms have been prescribed for malnourished children up to 6 years of age.
- **Maternity Benefit:** Pregnant women and lactating mothers will also be entitled to receive maternity benefit of not less than Rupees 6,000.
- **Women Empowerment:** Eldest woman of the household of age 18 years or above to be the head of the household for the purpose of issuing of ration cards.
- **Grievance Redressal Mechanism:** Grievance redressal mechanism at the District and State levels. States will have the flexibility to use the existing machinery or set up separate mechanism.
- **Cost of intra-State transportation & handling of food grains and FPS Dealers' margin:** Central Government will provide assistance to States in meeting the expenditure incurred by them on transportation of food grains within the State, its handling and FPS dealers' margin as per norms to be devised for this purpose.

- **Transparency and Accountability:** Provisions have been made for disclosure of records relating to PDS, social audits and setting up of Vigilance Committees in order to ensure transparency and accountability.
- **Food Security Allowance:** Provision for food security allowance to entitled beneficiaries in case of non-supply of entitled food grains or meals.
- **Penalty:** Provision for penalty on public servant or authority, to be imposed by the State Food Commission, in case of failure to comply with the relief recommended by the District Grievance Redressal Officer.

Objective of the session:

- To understand different provisions and entitlements under National Food Security Act
- To have greater clarity on the transparency and grievance redressal mechanism under NFSA

How to conduct the session

The facilitator will give a brief introduction about the act. As it is important to understand the Act, what it says, its mandates and the provisions guaranteed under the Act. Though this session is going to be a challenging one as it is not easy for the facilitators to make the participants to make them understand the act, so divide the participants into 9 groups and ask each group to go through the certain sections of the act and present it to the whole group so that everyone can understand the whole act. And after each group presents, facilitator to sum up showing the presentation on the important provisions of the Act.

Tips to the Facilitator

- To guide the small group discussion while discussing the provisions under the Act
- Emphasize on few provisions which are directly related to transparency, accountability social audit
- Give more time on open discussion in the whole group

Materials Required

- Chart papers and sketch pen
- NFSA act (in English and in local language of the state)
- PPT on NFSA showing the important provisions of the act

Day 4 : Introduction to Different Entitlements under NFSA

Session	Topic	Duration
1	Introduction to ICDS - entitlements, provisions (different committee)	4 hours
2	Introduction to PDS - entitlements, provisions	1 hour 15 minutes
3	Introduction to MAMATA – entitlements, provisions	1 hour
4	Introduction to Mid Day meal	1 hour

Day 4/Session 1: Introduction to ICDS – entitlements, provisions (and different committees) (4 hours)

Welcome to the 4th day of the session, and we will have an in-depth discussions on the schemes that are covered under NFSA which includes ICDS, MAMATA in the case of Odisha and maternity entitlement in case of other states whatever is applicable, Mid Day Meal and Targeted Public Distribution System. We shall spend the entire day in discussing these schemes, understanding it from the point of rights framework, knowing every single detail of the schemes. It is going to be little tough but group exercises will make it easy for you all.

Integrated Child Development Services (ICDS) in India is the world's largest integrated early childhood programme and Odisha has around 71,000 sanctioned Anganwadi centres which provide the services throughout the State.

ICDS was launched in 1975 with the following objectives:

- Improve the nutritional and health status of children in the age-group 0-6 years
- Lay the foundation for proper psychological, physical and social development of the child
- Reduce the incidence of mortality, morbidity and malnutrition
- Achieve effective coordination of policy and implementation amongst the various departments to promote child development
- Enhance the capability of the mother/care giver to look after the normal health and nutritional needs of the child through proper nutrition and health education

ICDS right holders and services

To achieve the above objectives, a package of six integrated services is provided in a comprehensive manner to meet the multi-dimensional and interrelated needs of the children. The Anganwadi Centre (AWCs) forms the focal point for the delivery of these services.

Services	Target Group	Services	Service Provided by
Supplementary Nutrition	Children below 6 years and Pregnant and Lactating Women	Take home ration for Pregnant, lactating women and children of 6 month to 3 years, hot cooked meal for children in between 3-6 years at the AWC	AWW
Immunization	Children below 6 years and Pregnant Women (PW)	Immunization of infants and children against six vaccine - preventable diseases protect children from - poliomyelitis, diphtheria, pertusis, tetanus, tuberculosis and measles. And tetanus vaccine to pregnant women and adolescent girls	ANM/MO
Health Checkup	Children below 6 years and Pregnant & Lactating Women	ANC of pregnant women, PNC of lactating women and health check up of children	ANM/MO/AWW
Referral Services	Children below 6 years and Pregnant & Lactating Women	Referral of severely acute malnourished children 6 month to 5 years and high risk pregnant women to NRC	AWW/ANM/MO
Pre-School Education	Children 3-6 years	AWW performs different activities relating to physical, cognitive, social, emotional, creative development of children	AWW
Nutrition & Health Education	Adolescent Girls & Women (15-45 years)	Given information on health, nutrition and developmental needs	AWW/ANM/ASHA

(Source - <http://wcdodisha.gov.in//content/2>)

The District Collector heads the ICDS Co-ordination Committee which should meet every month to discuss issues related to ICDS. Sub-Collectors are the Chairpersons of ICDS who provide support and guidance through reviews. At the village level, ward members, Jaanch Committee and Mothers Committee are involved in implementation and monitoring of the various activities.

A study in 2005 found that the ICDS programme was not particularly effective in reducing malnutrition, largely because of implementation problems and because the poorest states had received the least coverage and funding. During the 2016-17, financial year, the Indian central government spent 176 billion on the programme. The widespread network of ICDS has an important role in combating malnutrition especially for children of weaker groups.

Objective of the session:

- To develop the understanding of the participants on six services provided under ICDS
- To understand the role of various committees, grievance redressal procedures prescribed for ICDS
- To understand Growth monitoring, Mother & Child Care, Hot cooked meal, Take home ration, etc
- To know the registers, documents that are maintained under ICDS at different levels.

How to conduct the Session:

The facilitator gives a brief introduction of the services, and asks the participants if any one has any working experience on ICDS. Then after knowing the level of knowledge of the participants the facilitator will divide the participants into 7 groups. Group no 1 to 6 will explain the services, who are the right holders, what services do they get etc. and the last group to explain the role of different committees formed under this scheme. This session will broadly have two sub sessions. To begin with, a brief sharing about ICDS programme, followed by small group discussions and presentations. Looking into the understanding level of participants, facilitator may do recap of the session with quiz on ICDS so that doubts will be clarified during the process.

Tips to the Facilitator

- Start the session by asking about the experience if anyone is having on ICDS
- Has anybody seen the AWC?
- Show them the MUAC tape, growth monitoring chart
- If facilitator can manage to find a child then she or he can be measured with MUAC as a demo. Try to see if any woman participant who has come with a child and can be the best example, but it has to be dealt with much sensitivity

Materials Required

- ICDS presentation
- Question set for quiz
- LCD, Mike
- Chart paper and sketch for group exercise
- MUAC tape
- Growth chart
- Copy of all registered/documents maintained at ICDS center level.

Day 4 / Session 2 and 3: Introduction to PDS - entitlements, provisions and Mamata (maternity entitlement) (2hours 15 minutes)

Under the NFSA, the coverage under Targeted Public Distribution System has been delinked from poverty estimates and extended at the all-India level to cover up to 75 per cent of the rural population and up to 50 per cent of urban population. Based on the Census 2011 population figures, the number of persons eligible for subsidised food grain under the Act is estimated at 81.35 crore, which is 67 per cent of the total population. It was responsibility of state Government and they were free to devise their own methodology to identify beneficiaries.

Unlike the earlier TDPS system, where beneficiaries are identified under three broad categories – poorest of poor (Antyodaya or AAY), BPL and APL – there are only two categories under the Act's TPDS, namely, priority and AAY. The AAY beneficiaries, under the existing TPDS system, are retained under the NFSA.

Persons belonging to eligible households are entitled to receive 5 kilograms of food grains (rice, wheat, and coarse grains) per person per month at subsidised prices or CIPs; provided that existing AAY

households, which constitute the poorest of the poor, will continue to receive 35 kilograms of food grains per household per month.

The NFSA contains measures for reforms in the TPDS, to be undertaken progressively by the central and state governments. These reforms include, *inter alia* doorstep delivery of food grains to TPDS outlets, application of information and communication technology (ICT) tools, diversification of commodities distributed under the PDS over a period of time, etc. The Act also includes provisions for transparency and accountability in TPDS that include disclosure of records of TPDS, conduct of social audit and setting up of vigilance committees at the state, district, block and fair price shop levels. The Act also provides for the establishment of the grievance redressal mechanisms at the district and state levels. In fact, the option of advance lifting and distribution of up to six months' ration under TPDS is also applicable under NFSA, 2013. The reformed TPDS machinery is supposed to form the basis of NFSA implementation.

Maternity Benefit Programme (MAMATA in the context of Odisha)

The Mamata Scheme was started by Odisha Government (Women and Child Development Department) to reducing maternal and infant mortality and improve the health and nutrition status of pregnant and lactating mothers and their infants. The scheme provides all the facilities to the mother and new born baby and to reduce IMR (Infant Mortality Rate) and MMR (Maternal Mortality Rate) by insisting on a post-delivery hospital stay of 48 hours of the mother and the newborn. Any complication that may arise during this period is addressed by skilled doctors available at government health institutions. The main objective of this scheme is to take complete baby-care and reduce the IMR and MMR.

Benefits of MAMATA Scheme:

- The MAMATA Scheme provides benefits in the form of baby-care and better treatment like mentioned below
- Any complications during this period are addressed by skilled doctors. Means treatment will be provided by skilled doctors
- Complete baby care will be taken
- Scheme will lead to reduce IMR and MMR rate
- Scheme will provide partial wage compensation for pregnant and nursing mothers so that they are able to rest adequately during their pregnancy and after delivery
- Beneficiary women will receive a total incentive of rupees 5000 (Five thousand) only in four installments, subject to the fulfillment of specific requirements like baby powder, oil, mosquito net, flannel cloth and so on

Required eligibility and conditions for applying Mamata Scheme:

1. The pregnant women will have to be admitted in government hospital
2. They should have to stay in the hospital at least 48 hours
3. The Pregnant women should be of the age of 19 year or more
4. Candidate must be a residence of Odisha state

5. Under scheme women will eligible to get benefit only for the first 2 live birth

Document required for MAMATA Scheme:

1. Residence proof e.g. certificate from residence authority
2. Identity proof e.g. voter ID
3. BPL ration card (if available)
4. Bank Details e.g. IFSC code, MICR code, Account number, Account holder name, Branch name

Application procedure

1. To avail the benefits under this scheme a pregnant woman has to register herself at the Anganwadi Centre (AWC) / Mini AWC to which she belongs. She has to submit her Bank Account details (single account) with a Bank of her choice with core banking facility, to the Anganwadi workers who shall record it correctly

Contact Details:

1. Women beneficiary can contact to Anganwadi Center
2. Women beneficiary can contact to ASHA which is present to each and every locality

Objective of the session:

- To introduce the participants on TPDS and Maternity entitlement schemes
- To have deeper understanding of the documents those are maintained particular under these schemes
- To have an understanding of the grievance redresal mechanisms under these schemes

How to conduct the session:

The session on two important entitlements under NFSA is likely to be tough as its fully content based and participants also must get well versed on the details of these two schemes. Facilitator should divide the participants into groups of 5 or 6 and ask them to say about the schemes (both on TPDS and MAMATA) based on their experience and knowledge that they have. If any state is having any particular scheme for maternity or for PDS needs to be discussed in this session, and accordingly the required material will be provided to the participants. After the groups present, the facilitator is to supplement on the schemes with presentation that is suggested in the supplementary reference material. The facilitator, if wishes, could also do a quiz on the same. The participants should be given supplementary materials on Mamata and PDS as part of reference material along with TPDS Control Order 2015 and the state specific control order.

Tips to the Facilitator

- Introduce the scheme first with the above notes that has been given
- Try to include the state schemes and rules along with the central scheme. If the state has any other similar schemes then also discuss it.
- The quiz to be held very carefully to cover the entire scheme by ensuring full participation of the participants

- If necessary then energizer may be conducted as and when felt required
- Try to build on the knowledge of the participants

Materials Required

- LCD
- Presentation on both schemes, (if specific state scheme then that presentation as well)
- Quiz questions
- Questions for open discussion

Day 4 / Session 4: Introduction to Mid Day Meal (1 hour)

The **Mid Day Meal Scheme (MDM)** is a school meal programme of the Government of India designed to improve the nutritional status of school-age children nationwide. The programme supplies free lunches on working days for children in primary and upper primary classes in government, government aided, local body, Education Guarantee Scheme, and alternate innovative education centres, *Madarsa* and *Maqtabs* supported under Sarva Shiksha Abhiyan, and National Child Labour Project schools run by the ministry of labour. Serving 120,000,000 children in over 1,265,000 schools and Education Guarantee Scheme centres, it is the largest such programme in the world.

Under article 24, paragraph 2c of the United Nations Convention on Rights of the Child, to which India is a party, India has committed to providing "adequate nutritious foods" for children. The programme has undergone many changes since its launch in 1995. The Mid Day Meal Scheme is covered by the National Food Security Act, 2013.

Mid-Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. By 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve.

1. With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (**NP-NSPE**) was launched as a Centrally Sponsored Scheme on **15th August 1995**, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I -V of government, government aided and local body schools, but also children studying in EGS and AIE (Education Guarantee Scheme and Alternative and Innovative Education) centres. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of rupees 50 per quintal.
2. In **September 2004** the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/ AIE centres. In addition to free supply of food grains, the revised scheme provided central assistance for (a) Cooking cost @ Rs 1 per child per school day, (b) Transport subsidy was raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states, and Rs 75 per quintal

for other states, (c) Management, monitoring and evaluation costs @ 2% of the cost of foodgrains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacation in drought affected areas.

3. In **July 2006** the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER States contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.
4. In **October 2007**, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme. From 2008-09 i.e w.e.f 1st April, 2008, the programme covers all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centres including *Madarsa and Maqtab*s supported under SSA of all areas across the country. The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child/school day.

5. From the year 2009 onwards the following changes have been made to improve the implementation of the scheme:

- a) Food norms have been revised to ensure balanced and nutritious diet to children of upper primary group by increasing the quantity of pulses from 25 to 30 grams, vegetables from 65 to 75 grams and by decreasing the quantity of oil and fat from 10 grams to 7.5 grams.
- b) Cooking cost (excluding the labour and administrative charges) has been revised from Rs.1.68 to Rs. 2.50 for primary and from Rs. 2.20 to Rs. 3.75 for upper primary children from 1.12.2009 to facilitate serving meal to eligible children in prescribed quantity and of good quality .The cooking cost for primary is Rs. 2.69 per child per day and Rs. 4.03 for upper primary children from 1.4.2010.The cooking cost will be revised prior approval of competent authority by 7.5% every financial year from 1.4.2011.
- c) The honorarium for cooks and helpers was paid from the labour and other administrative charges of Rs.0.40 per child per day provided under the cooking cost. In many cases the honorarium was so little that it became very difficult to engage manpower for cooking the meal. A Separate component for Payment of honorarium @ Rs.1000 per month per cook- cum-helper was introduced from 1.12.2009. Honorarium at the above prescribed rate is being paid to cook-cum-helper. However, in some of the states the honorariums to cook-cum-helpers are being paid more than Rs.1000/- through their state fund. Following norms for engagement of cook-cum-helper have been made:
 - i. One cook- cum-helper for schools up to 25 students.
 - ii. Two cooks-cum-helpers for schools with 26 to 100 students.
 - iii. One additional cook-cum-helper for every addition of upto 100 students.

More than 25.70 lakhs cook-cum-helpers are engaged by the State/UTs during 2013-14 for preparation and serving of Mid Day Meal to Children in Elementary Classes.

Mid-Day Meal Rules, 2015 under National Food Security Act, 2013 Notified

The central government notified 'Mid Day Meal Rules, 2015' on September 30th, 2015. The National Food Security Act, 2013 (NFSA, 2013) contains provisions related to welfare schemes including Mid Day Meal Scheme. In accordance with the provisions of the Act, the Ministry of HRD (Human Resource Development) has finalized the MDM Rules after consultation with the States and other related central ministries. The rules will be known as Mid Day Meal Rules, 2015 and will be in effect from the date of notification in the Gazette of India. The Rules *inter alia* provide for temporary utilization of other funds available with the school for MDM in case school exhausts MDM funds for any reason; Food Security Allowance to be paid to beneficiaries in case of non-supply of meals for specified reasons; and monthly testing of meals on a random basis by accredited Labs to check its quality. Further, the Rules also provide that concerned State Governments shall fix responsibility on the person or agency if meals are not provided on 3 consecutive school days or 5 days in a month. These rules and their effective compliance by implementing agencies in the States will ensure better regularity in serving mid day meals in schools and also improve quality of the meals as well as overall implementation of the Mid Day Meal Scheme in the country. The salient provisions of the rules are as following:

- **Entitlements of children:** Every child within the age group of six to fourteen years studying in classes I to VIII who enroll and attend the school, shall be provided hot cooked meal having nutritional standards of 450 calories and 12 gm of protein for primary and 700 calories and 20 gm protein for upper primary free of charge every day except on school holidays. The place of serving meals to the children shall be school only.
- **Implementation of the Scheme:** Every school shall have the facility for cooking meal in hygienic manner. Schools in urban area may use the facility of centralised kitchens for cooking meals wherever required in accordance with the guidelines issued by the Central Government and the meal shall be served to children at respective school only.

Responsibility of School Management Committee: The School Management Committee mandated under Right to Free and Compulsory Education Act, 2009 shall also monitor implementation of the Mid-day meal Scheme and shall oversee quality of meals provided to the children, cleanliness of the place of cooking and maintenance of hygiene in implementation of mid day meal scheme.

Utilization of School Funds: The Headmaster or Headmistress of the school shall be empowered to utilise any fund available in school for the purpose of continuation of Mid Day Meal Scheme in the school in case of temporary unavailability of food grains, cooking cost etc. in the school. The utilised fund shall be reimbursed to the school account immediately after receipt of mid day meal funds.

- **Testing of the meals by Accredited Labs to ensure nutritional standards:** Hot cooked meal provided to children shall be evaluated and certified by the Government Food Research Laboratory or any laboratory accredited or recognized by law, so as to ensure that the meal meets with the nutritional standards and quality.
- The Food and Drugs Administration Department of the State may collect samples to ensure the nutritive value and quality of the meals. The samples shall be collected at least once in a month **from randomly selected schools or centralised kitchens** and sent for examination to the accredited laboratories.

Food Security Allowance: If the Mid-Day Meal is not provided in school on any school day due to non-availability of food grains, cooking cost, fuel or absence of cook-cum-helper or any other reason, the State Government shall pay food security allowance by 15th of the succeeding month in the manner provided herein below:-

- (a) Quantity of Food grains as per entitlement of the child; and
- (b) Cooking cost prevailing in the State.
 - In case of non-supply of meal by the Centralised Kitchen, the Food Security Allowance shall be realised from the Centralised Kitchen as stated above.
 - Provided that in case a child has not taken food on offer for whatever reasons, no claim of food security allowance shall lie with the State Government or Centralised Kitchens:
 - Provided further that no claim shall lie with State Government or Centralised Kitchen for reasons of quality of food grains and meal:
 - The State Government shall take action to fix responsibility on the person or agency in accordance with the procedure laid down, if mid day meal is not provided in school on school days continuously for three days or at least for five days in a month.
 - Wherever an agency of Central Government is involved, the State Government shall take up the matter with Central Government which shall resolve the matter within a month.

(Source - <http://pib.nic.in/newsite/mbErel.aspx?relid=128354>)

Objective of the session:

- To introduce the participants into MDM, its history and systems
- To know about the committees under MDM, the fund flow and other important aspects
- Participants will also learn about the grievance redressal mechanism under MDM

How to conduct the session:

It's an important session and has to be dealt very seriously and meticulously by the facilitator. The facilitator will divide the participants into 6 groups and ask them to work on the MDM scheme with specific questions basing on what is the entitlement, process, grievance redressal system, committees etc. After the participants make their presentation, the facilitator will sum up by showing the presentation. The supplementary reference material to be referred on how to give the exercise to the participants.

Tips to the Facilitator

- Try to go slow and smooth
- Try to build from their experiences on MDM; did anyone stay in hostel, or anyone was part of the right holder of MDM
- Try to give more examples which are local and they can relate to it
- While showing the presentation, which will also contain photos, ask questions and make more interactive session

Materials Required

- Questions for quiz on the scheme
- Presentation on MDM
- Some pictures of MDM from schools and how it is managed
- Pictures of kitchen, storage and others
- Chart paper and sketch pen
- LCD

Day 5: Introduction to Social Audit & its Processes

Session	Topic	Duration
1	All schemes under NFSA (Recap and revisiting)	1 hour 15minutes
2	Introduction to social audit and its steps	2 hours
3	Verification on entitlements and cross verification through	3 to 4 hours

Day 5 /session 1: All schemes under NFSA (Recap and revisiting) (1 hour 15 minutes)

Welcome to day 5! The entire day will be quite interesting as recap of the schemes will be done and the social audit will be introduced. The recap will help us to understand and connect to the concepts of social audit and how it is done in the field. We will be doing two important exercises to understand the verification process in social audit.

Objective of the session:

- To gather knowledge on the various entitlements under PDS, MDM, ICDS and maternity entitlement
- To re-orient the participants again on the various documents for the schemes as well as the government orders

How to conduct the session:

Recap all the schemes by making the participants into 4 groups and ask each group to present the key points on the particular scheme that is assigned to them. This way the whole group will revisit all the schemes and its provisions in an interactive participatory way. The facilitator can use the set of questions that has been given in the reference material.

Tips to the Facilitators

- Start in a question and answer mode
- Make groups in such a way so that no two same persons will fall in the same group. Try to have a different group as much as possible.
- Always focus on the participants who haven't spoken much and give emphasis on such participants while asking questions.

Materials Required

- Flexible space
- Mike
- Questions

Day 5/Session 2: Introduction to Social Audit and its steps (2 hours)

The session will be dealt mainly giving the participants the history, background and steps of social audit. Social audit as an idea and concept has a long history and relevance. *Kautilya* (also known as Chanakya, 350 - 275 BC) a well known Indian statesman and philosopher, once said every king must devise ways to know about the needs, problems, expectations, aspirations and worries of their people and if they do not do this they need to be worried for themselves. Social audit is the process of verification by the society to know about the gaps in process, quality, quantity and utility of the scheme being implemented for them against the laws, provisions and processes laid by the system and to analyse and review it publicly and improve its implementation. The basic objective of social audit is to ensure transparency and accountability in the system. It not only empowers the people but also gives the right to validate the system by increasing their political participation. It's a fact-finding process where the auditors verify what the reality against the entitlement is.

The steps of social audit involve identifying the people, training the auditors, actual verification in field, preparation of report followed by presenting it in *Gramsabha*. After the Gramsabha meeting, the report is sent to the respective department through state government for taking action. As per NFSA, it's mandatory to disclose information regarding the scheme and its implementation. The social auditor needs to verify all entitlements and transparency measures mandated by Act.

The term audit originated from the latin word “audire” which means to hear. Social audit as an accountability tool was initially used by corporate sector in US and Europe, to report their contribution to the society and take their feedback on the services offered by the respective companies. In India, decades of work by grassroots movements and civil society organizations has led to recognition of social accountability measures like social audit, public hearings, citizen charter, citizen report card and the RTI Act. All the measures are marked by participation of civil society and public, where they have raised demands and asked for accountability from different rungs of government.

Social Audit is first mandated under the MGNREGA and there is a separate “Audit of Scheme Rules 2011”, given in reference material. This clearly defines the process of social audits to be held for MGNREGA. The Government of India framed Audit of Scheme Rules under the sub-section (1) of section 24, of the MGNREGA, 2005. This section guides the process through which social audits need to be undertaken in the context of MGNREGS, one of the largest public works programmes in the world. Different states have also formed state social audit units/cells to facilitate this process. Later on, during framing of Act for NFSA, Government also took into accountability steps for maintaining transparency and accountability. Under NFSA, Sub section (1) of Section 28 of Chapter XI mentions, “Every local authority, and any other authority or body, as may be authorised by the State Government, shall conduct or cause to be conducted, periodic social audits on the functioning of fair price shops, Targeted Public Distribution System and other social schemes and cause to publicise its findings and take necessary action, in such a manner as may be prescribed by the State Government”.

Section 28(1) of the NFSA has mandatory provisions of social audit of all the schemes under by Gram Sabha twice a year. Section 28(2) mentioned that an independent agency or any agency having experience of Social Audit may do it.

Steps of Social Audit:

Step 1 - Meet the official and panchayat functionaries as an entry meeting

Step 2 - Collect the official documents required for field verification, review the registers and documents

Step 3 - Verification physically the storage centers in schools, anganwadi centers, and FPS, door to door verification

Step 4 - Conducting village meeting and FGDs with right holders

Step 5 - Filling the verification formats, seeing information gaps

Step 6 - Consolidation of records that are required for social audit

Step 7 - Ensuring government official participation in the Gram Sabha on the specified dates as well as participation of all right holders

Step 8 - Report preparation

Step 9 - Presenting the social audit report with evidence in the Gram Sabha

Step 10 - Noting the minutes carefully

Step 11 – Follow up of the social audit Gram Sabha with action taken report from the concerned department

Objective of the session:

- To introduce the concept and background of social audit
- To develop an in-depth understanding on the steps of social audit and how to do it.

How to conduct the Session:

This is an important session. Therefore make the session as much as participative in nature. The facilitator to ask the participants what they think about the social audit and how do they define it. The facilitator can take forward the session in two ways, first by asking the definition and then showing the presentation with a question and answer mode. Secondly, by showing two to three slides and then dividing the trainees into 7 groups and each group explain what they mean by a particular step. After group presentations, the facilitator can sum up by showing the assigned presentation.

Tips to Facilitator

- Asking to write his or her own definition, encourage this process so that everyone can be involved to the fullest extent
- Give examples while describing the history how kings used to monitor
- Take examples from the participants if they have any

Materials Required

- Chart paper and sketch

- Presentation on social audit and its steps
- Brief about audit of scheme rules for social audit under MGNREGA
- LCD and mike

Day 5/Session 3: Verification on Entitlements and Cross Verification through Group Exercises (4 hours)

We have discussed about the social audit concept and its steps. You also have seen what documents are maintained for ICDS, TPDS, MDM and for other schemes. In this session we will deal how to verify the entitlements and build evidence during social audit. Verification is a process by which an auditor establishes the fact with evidence and with accuracy. As we saw with steps of social audit that verification is done in three ways, door to door/oral visit to verify with the rights holders, physical verification of the work, and verification of document. For NFSA since the rights holders are in larger numbers so 100% verification may not be possible, so focus group discussion is another method that can be used to get information with specific groups. The rationale is that no findings can be made unless cross verified with other methods. The validation will take place in the Gram Sabha and the evidence are confirmed. Essentially we are establishing four ways of verification under the social audit: a. verification of document, b. door to door/oral visit to verify with the rights holders, c. physical verification of the work, and d. group discussion.

Objective of the session:

- To have clarity among the participants on various issues under NFSA and what are the different elements to see in each of these issues
- To have clarity among the participants on what will be means of verification for each of the findings as well as documents needed verification
- To train the participants on how and where to look for evidence for each issues encountered
- To introduce the reporting format and train participants how to report through case studies

How to conduct the session:

The session to begin again by doing a recap of the verification process and discussing on its usages during social audit process. There will be two exercises so that participants can understand the verification process easily. First exercise: the participants can be divided into 9 groups (6 groups for ICDS based on 6 services, one for Mamata\maternity entitlements, one for TPDS, and one for MDM) and they will be asked to list out the possible issues, how to verify the same and what documents\registers\others needed for as evidence. After each group's does presentations open discussion will follow to give comments and feedback. Second exercise: After the first exercise is over, the groups interchange their sheets and then work out for the evidence from a given set of evidences, which will be kept for them on a particular place.

After the two exercises, facilitator will introduce the reporting format for social audit, and give them case studies to fill the reporting format using the issues from case studies. Groups will be given 9 case studies (collected from previous social audits under NFSA) and will be asked to present it in a reporting format that will be used when conduct of actual social audit under NFSA.

Tips to the facilitator

- Explain the exercises very clearly
- Probe deeper for refining how to frame issues, and collect evidence
- Keep one place where all documents\registers can be placed and participants can go and collect set of evidence when they interchange the group sheets
- Give as much as time required so that no doubt goes unclear.
- Use case studies and ask the participants how they feel while putting it in a report.

Materials Required

- Chart paper, and sketch pens
- Chits of paper containing all registers\documents\others (3 sets of each chit minimum)
- Mike
- Case studies
- Reporting format written in a chart paper so that everybody can see it

Day 6: Social Audit format, Evidence Building, Gram Sabha Preparation

Session	Topic	Duration
1	Recap of verification and Social Audit Reporting and connecting it with evidence building	2 hours
2	During and After (Gram Sabha and follow up)	1 hour
3	Verification format to be used during social audit & do's & don't's	3 hours
4	Preparation for filed for actual conduct of social audit	1 hour

Day 6/Session 1: Recap of Verification and Social Audit Reporting and Connecting it with Evidence Building (2 hours)

Welcome to day 6! It is important that we do a revision the most important part - verification and how to build evidence. Social audit is a fact finding process and all findings should be based on evidence. The evidence should be accurate, relevant, reliable, sufficient, and correct. It is very crucial when auditors report the findings with proper evidence. Corroboration of evidence is very crucial part of social audit. So when we do exercise using the case studies its important to see the competence of the evidence, that is to see how relevant is the evidence and whether it is sufficient or not for that to report. Evidence can be audio-visual, physically verified reports, documents, focus group discussion resolutions and also written testimonies collected during the verification process who have voluntarily and willingly give.

Objective of the session

- To develop understanding and clarity among the participants on choosing correct documents for verification

How to conduct the session

Facilitator revise the whole exercise that was done on the previous day and give more stress on the case studies, and how to put the issues in the report with proper evidence.

Tips to the Facilitator

- Use the case studies from the state in concern
- Try to elaborate more on evidence building
- Facilitate the process on how to frame issues, and how to do verification of documents etc

Materials Required

- Presentation on the evidence building
- Case studies
- Reporting format

Day 6 /Session 2: Gramsabha - During and after (1 hour)

Since yesterday social audit has been discussed at large with steps on how to verify and how to report. The reporting system is that it is maintained at gram panchayat level where a separate register is assigned for social audit Gramsabha, where issues are raised against which the Gramsabha recommendation are minuted always in local language.

Social auditors needs to see the social audit process in three phases, pre, during and after. The Gram Sabha comes in the 'after' phase, which is very important and has to be dealt with some special skill and sensitivity. 'Pre' part of social audit process will mainly focus on identification of the people who will do audit, training them with special skills, and giving all necessary information before going to field.

During the social audit process where the audit teams meet the community where an important rapport building takes place and mobilization occurs. This period is very crucial where teams continuously interact with right-holders, conduct verification, conduct focus group discussion and organize the community and prepare the community for Gramsabha. In the context of NFSA, teams focus on pregnant mothers, lactating mothers, parents, TPDS households, parents of malnourished children, mothers who receive maternity entitlements. So the teams work on a particular group of people who have common needs and concerns.

Organizing and mobilizing for Gram Sabha is an act where teams convince the memebtrs of Gramsabha with specific data on a particular issue that concerns the most. As the Act mandates, social audits to be conducted and the Gram Sabha to validate the findings do deepen the democratic process. Mobilising the communities in rural and tribal India or any part of India is a real challenge due to class, caste and gender differences. One can have a Gram Sabha which is at panchayat level, or one can have Palli Sabha at each village as in Odisha and then conduct a Gram Sabha. Social auditors need to use various strategies to mobilize the people for Gram Sabha. Some hamlets or households will be always left out as they must be weak and marginalized and there is no space for them to raise their voice. Auditors must give emphasis on such remote and unreached hamlets and households so that their concerns can be reported and heard.

So some important points to be noted before and during the Gramsabha

- Notification by appropriate authority, and then to Panchayat
- Information to GPs, all TPDS, ICDS, and MDM functionaries, and independent Observers If any
- Information to villagers about the place and time of Gramsabha
- Report with evidences
- Mobilisation for Testimonials
- Logistic arrangements for Palli Sabha/Gramsabha
- Crowd management
- Testimonials listing
- Document Preparedness
- Minutes writing
- Sitting arrangements
- Special counters to register the cases , (registering any grievance, registering
- Demo counters for nutritious food preparation if AWW wishes
- Gramsabha to be chaired by Sarpanch of the panchayat or acting Sarpanch if panchayat is not implementing the schemes (the list is just a suggestive list and more points can be added to it)

After the Gramsabha

After the Gram Sabha is over, the team will present the report with all evidence to the concerned department for taking action, based on the issues be it is a show cause notice, or disciplinary action, or corrective action. The action taken needs to be followed and social audit team should get the copy of the action taken. But since the rules for social audit under NFSA has not been formed yet, the action taken report could be just provided to the gram panchayat and what is needed to be done within 15 days.

So, for the conduct of social audit in a village there are some do's and some don't's that has to be reflected in behaviour and activity of every auditor who is assigned for auditing.

Objective of the session:

- To develop skill to facilitate Gram Sabha
- To develop understanding on the dynamics of community or panchayat
- To build understanding the need for Gram Sabha on social audit
- To make them understand the possible challenges

How to conduct the session:

The facilitator will start by asking question on how many have attended a Gram Sabha and for what purpose. Then the session will be taken forward in an interactive way by saying the do's and dont's while auditing and while organizing communities for Gram Sabha. The facilitator can also ask the participants to do a mock Gram Sabha if time permits after the presentation, by assigning roles to different participants and rest participants to become the Gram Sabha members.

Tips to the Facilitator

- Try to bring clarity among the participants to work on their possible challenges that they might face during the Gram Sabha
- What they feel that they should and should not do
- Always ask the participants and then add your own points

Materials Required

- Presentation on facilitating Gram Sabha (suggestive)
- PPT on Do's and don't
- Handout on do's and don't's
- Social audit report on ICDS to get clarity

Day 6 / Session 3: Verification Formats for Social Audit under NFSA (3 hours)

As seen, there are 3 main types of verification i.e. door-to-door, document and physical verification. Since the formats are yet to be designed under NFSA for audit, so each state is coming up with their own set of formats. Many registers under ICDS are online which can be verified. But some verification format needs to be developed that can be used during the door-to-door verification. Similarly the checklist for FGDs needs to be used.

As the sample size is not specified, the teams may have an entry meeting with the Panchayat officials and can do a lottery for the selection of the AWC and schools that needs to be audited for a particular period. This is another method as no clear-cut guidelines are issued under NFSA.

The formats, which are developed and suggested here may be adopted by the state government at some point with desired modifications.

Objective of the session:

- To orient the participants on the different formats during the social audit verification
- To bring clarity among the participants on information collection process through discussion and mock role-play and group work

How to conduct the session:

The facilitator should distribute the formats as per scheme and checklist for FGDs and each format is discussed at length. Facilitator can request for a mock FGD by giving some time to get an idea on how the teams are doing. Facilitator then asks the participants to take out formats and fill them in groups.

This is done to bring consensus among the participants that they will be working while doing actual social audits and using the same during the verification process.

In the field the social auditors will undertake, a) oral verification from right-holders of respective entitlements, AWWs, Jogan Sahayak, Teachers PRI, community through door-to-door visits and group discussion, b) physical verification and wall writing and c) verification of records and registers in respective institutions, scheme file and with right holders.

Tips to the Facilitators

- Try to see how the participants do the role-play in verifying the information
- What difficulties they face while asking a particular type of question during the FGDs
- How they understand the formats and need to fill these to get good findings

Materials Required

- All formats
- Some filled formats
- Checklist for FGDs

Day 6 / Session 4: Preparation for field for actual conduct of social audit

Social audit is linked to realizing the right to life, which is directly and indirectly linked to right to access information and right to participate. Social audit is an ongoing process where facts are ascertained through various processes of verification and gaps are reported. Social audit, according to NFSA, can be conducted by an independent agency dedicated for social audit or any agency recognized by the government. A team is readied by imparting training to do the audit. The team verifies all documents, physically does verification and notes observation, goes door-to-door and verifies. The team analyses from all sources and writes a report in a citing evidence. This report then is presented before the Gram Sabha in front of a panel and the panel responds to the issues raised by the team to which the Gram Sabha validates and makes recommendations. After 6 days of training to get the first hand experience an actual social audit is to be conducted by the participants to understand the steps and how it works.

There are specific roles that need to be given to the team for the entire duration starting from reaching the gram panchayat and till the completion of the Gram Sabha meeting. The following preparedness is called for before departing to the field:

- Teams to carry the field kit containing all important information about officials concerning the gram panchayat
- Verification formats and reporting formats
- All required logistic arrangement to be done
- Notification to the Panchayat for conducting Gram Sabha
- Letters to concerned department to share information

Role of the Audit team

- Have an entry meeting on the first day
- Conduct the door-to-door visits and do physical verification
- Visit offices, centers, schools for document verification
- Conduct FGDS and mobilize community for Gram Sabha
- Make a proper arrangement of the Gram Sabha meeting
- Division of responsibility among the team is very important
- Everyday stock-taking of the work to see that report is complete in time
- Collect relevant evidence and prepare testimonials in sequence

Objective of the session:

- To have an understanding on how to do social audit under NFSA
- To have first hand experience of presenting facts for all the schemes under NFSA
- To come out with a good social audit report
- To realize the power of Gramsabha as per the provision of the Act

How to Conduct the Session:

The facilitator has to give the field kits to the teams. Teams to be formed in such a way that gender balance is maintained as much as possible. The do's and don't's need to be explained. Every team is assigned with a team leader. Place of stay of the teams to be explained clearly for safety and security. The safety aspects of the female participants must be taken care and ensured. Facilitator should see that all logistics, functional aspects are covered and teams are going with full preparation to field.

Materials Required

- Field kits
- Important phone numbers
- Letters
- Medical kit
- Other necessary things like camera

Day 7: Transit to respective Panchayats for conducting social audits

If the participants are staying far from the respective GPs where social audit planned, there should be some transit period. Or else they start and reach the area in the morning if the distance is short. But, ideally one day transit is kept to reach the gram panchayat.

Day 8th to 14th: Actual conduct of Social audit

Social audit is linked to realize the principles of the transparency and accountability. To see how the scheme is being implemented; whether rights holders are getting their entitlements or not; what are the gaps found during the verification process and what are the positive aspects of the schemes that also to be noted by the audit teams.

Objectives of the Social Audit :

- Promote transparency and accountability
- To deepen the democracy at the grassroots
- Promote peoples participation
- Strengthen the Gramsabha
- Strengthen the scheme by finding facts on implementation and doing course correction

Principles of Social Audit:

In the absence of the social audit rules under NFSA, it is challenging to do social audit as acceptance by the system takes time. For smoother conduct of social audit for better coordination with the government departments under NFSA certain principles are suggested here for all who are working at

different levels with social audit. These principles are mainly derived from the audit of scheme rules for social audit for MGNREGA and some recent experience of pilot social audit done of NFSA in 20 GPs of Odisha.

- Audit teams who are working at gram panchayat\ village level should have access to information 15 days prior to the actual arrival of the team at the respective gram panchayat
- They should have minimum 4 to 5 days for verification and absorb the information
- Outcome or report at the end of social audit should always follow with action, and state government should come with rules for this.
- Social audits under NFSA must be conducted twice in a year to cover all entitlements
- Social audit in Gram Sabha must be presided by Sarpanch/PRI members other than from the implementing agency or department
- The quorum of the Gram Sabha should follow the state Panchayati raj act or it should be at least 1/10th of the members
- After completion of audits in all gram panchayats there shall be a public hearing at block level which will be open to all to participate, which includes the media, CSPs, SHGs and community based organizations.
- State governments should bring out guidelines for social audit at Gramsabha level, block level and district level hearings under NFSA
- The audit team should present all issue-wise findings with evidences for all schemes under NFSA for a particular period for which they have audited
- The audit team whether conducted by specially designated social audit unit or by CSOs is an exercise both by the Gramsabha and by the audit team. However, as far taking action is concerned it is the prime responsibility of the state government.

Responsibility of the Gramsabha:

- Conducts social audits
- To see that the committees formed under NFSA (such as Janch committee under ICDS, mothers committee, School management committee understand and perform their role)
- To see that panchayat level vigilance committee for PDS functions
- All transparency measures are in place as mandated by the Act

Responsibility of the Gram Panchayat”

- To form Panchayat level Advisory Committee under TPDS
- To identify eligible PHH and AAY households basing on the exclusion and inclusion criteria
- To display the list of shortlisted PHH and AAY households at the Panchayat
- To distribute the TPDS cards to all PHH and AAY households
- To ensure timely distribution of food grain under TPDS to PHH and AAY beneficiary
- To monitor and supervise the functioning of MDM, ICDS and MAMATA
- Facilitate the Gramsabha under the leadership of Sarpanch
- To follow up on the findings from the Gramsabha

Key Documents for social audit under NFSA

a. Documents required for Integrated Child Development Services

Name of the Register	Content	Level at which the record is maintained
Family details	Detailed status of the family members including disability, migration, date of birth and death	Anganwadi worker
Supplementary Food Stock	Number of right holders taking take home ration, home cooked meal and breakfast, supplementary food daily planner, supplementary food utilization and food stock status	Anganwadi worker
Supplementary Food Distribution	Name wise daily food distribution (THR+ Hot cooked meal) details to different stake holders including temporary residents	Anganwadi worker
Pre-school education	Pre - school education records for children 3 -6 years (sex, caste and age wise) including daily attendance	Anganwadi worker
Pregnancy and Delivery	Pregnancy and Delivery (name wise) details of resident and temporary residents including immunisation, antenatal, date and places of delivery, details of new born	Anganwadi worker
Immunization and VHND register	Immunisation details of children with date of birth, sex and village health and nutrition day record	Anganwadi worker
Vitamin A Bi-Annual	Record of vitamin A doses given to the children from second dose onwards , along with sex and date of birth	Anganwadi worker
Home visit planner	Home visit plan for pregnant women and children till 24 months, visit plan for severely underweight children, check list for age appropriate home visit	Anganwadi worker
Referral	Name wise case management and referral details of children, Pregnant and lactating women and others it includes health problems and treatment details.	Anganwadi worker
Summary (monthly and annual)	Details of population, list of disabled children, Annual population summaries of ICDS right holders, monthly event summary, supplementary feeding summary, PSE monthly, monthly immunization status, death records	Anganwadi worker
Weight record of children	Name wise weight record of children 0-5 years	Anganwadi worker
Cash Book	Status of cash at hand and bank	Anganwadi worker
Chhatua distribution Challan	Numbers of pocket of Chhatua and Til laddoo distributed to right holders	Anganwadi worker
WHO new growth charts	Separate growth chart for boys and girls for growth plotting	Anganwadi worker
New Joint mother and Child protection card	A card contains health and immunisation details of mothers and children including growth chart for child.	Mother of the children
Stock register other than food commodities	Medicine Register, Utensil register, Contingency bill register, Parent's meeting register, Birth & Death register, Graded children Register, Staff attendance registers.	Anganwadi worker
Visitors log book	A log book for visitors coming to the AWC to share their feedback and comments	Anganwadi worker

b. Documents required for Mid Day Meal

Name of the Record	Content	Level at which the record is maintained
Stock Register	Stock status of food grain i.e. rice, dal, soya chunk, egg, oil, salt etc maintained daily basis	Head teacher
Attendance register	Daily attendance of student class wide	Class teacher
MDM register	Numbers of children given MDM, food grain issued for cooking	Head teacher/ teacher in charge of MDM/ SHG
Bank pass book	Updated Bank pass book status which has details on MME (joint pass book SMC chairperson and Head Teacher)	Head Teacher

c. Documents required for Targeted Public Distribution System

Name of the Record	Content	Level at which the Record is maintained
Ration Distribution Book	Quantity, amount and data of food grain purchased	Right-holders
Stock Register	Stock status, no. of ration card.	FPS dealer
AAY & PHH sales register	Monthly Pre populated details on right holder card number, allocation, price etc along with space for signature of right holder	FPS dealer
GP level Advisory committee minutes register	Minutes of meeting of GP level advisory committee	FPS dealer
Written form F	Name, address, stock status in the beginning and end month, monthly consolidated report of FPS dealer to be submitted to Marketing Inspector	Marketing Inspector
Display	Entitlements, no of card holders, stock status, name and address of grievance redressal authority	FPS dealer to display

d. Documents required for MAMATA

Name of the Record	Content	Level at which the record is maintained
MAMATA Register	Details of Mamata right holders related to bank account, date of delivery and Installment released	Anganwadi worker
Pregnancy and Delivery register	Pregnancy and Delivery (name wise) details of resident and temporary residents including immunisation, Antenatal, date and places of delivery, details of new born	Anganwadi worker

Steps for Social Audit to be followed

Step 1 - Meet the official and panchayat functionaries as an entry meeting

Step 2 - Collect the official documents required for field verification, review the registers and documents

Step 3 - Verification physically the storage centers in schools, anganwadi centers, and FPS, door to door verification

Step 4 - Conducting village meeting and FGDs with right holders

Step 5 - Filling the verification formats, seeing information gaps

Step 6 - Consolidation of records that are required for social audit

Step 7 - Ensuring government official participation in the Gram Sabha on the specified date as well as participation of all right holders

Step 8 - Report preparation

Step 9 - Presenting the social audit report with evidence in the Gram Sabha

Step 10 - Noting the minutes carefully

Step 11 – Follow up of the social audit Gram Sabha with action taken report from the concerned department

Day 15: Debriefing and Presentation of Reports

Session	Topic	Duration
1	Debriefing	2 hours
2	Presentation of Reports	4 hours
3	Post assessment	20 minutes
4	Evaluation of the training	20 minutes
5	Valediction and cultural programme	1 hour

Day 15/session 1: Debriefing (2 hours)

Welcome back to all from the field! Hope you all have had great experience doing social audits and implementing the steps those you learnt in 6 days classroom training. Hope groups followed the steps as per sequence and have done credible social audits. There must be many interesting experiences and you all are ready to share it with everyone. These experiences of yours will help in paving ways to come out with rules for social audit in future under NFSA.

How to conduct the session

With the lot of energy from field the facilitator shall begin the session by inviting the participants to sing a song, followed by asking them to share the experiences from field and facilitate the session and at the end summarize the points of discussion.

Tips to the Facilitator

- Participants may sit as per group or you may ask them to sit as they feel comfortable.
- Start the session with a song

- The discussion should be informal with low-key facilitation as and when required
- Note the points on white board
- Ask them how they felt; was the classroom teaching was useful; what difficulties they faced, how did they mobilize communities for Gramsabha; what support they got from officials; what difficulties did they face while conducting Gramsabha; what were the key learnings; and what aspects they felt were important in field.
- You may give these key points to all or to the field groups to present

Materials Required

- Board and white board marker
- Chart paper

Day 15/session 2: Presentation of Reports (4 hours)

The participants will utilize the 4 hours for making presentation of the social audit report from the respective gram panchayats, which they went as field visit. All groups will be given equal duration to present their reports, each presentation will be followed by a discussion and clarifications from other groups. While presenting the reports all experiences, theories, will be linked to get maximum understanding.

If the social audit team members are undergoing this training, then gradation or marks may be given as they might have undergone for MGNREGA. If staffs from CBO and CSOs are undergoing training, gradation may not be given, but still comments can be made after each presentation for betterment of reporting.

Materials Required

- LCD and mike
- All reports to be well written and ready for presentation.

Day 15/session 3: Post assessment (20 minutes)

The post assessment will be undertaken on the 15th day of the training programme. The participants will be provided with the assessment forms by the facilitator. All questions must be filled by the participants and to be collected by the facilitator. The participants are not allowed to refer any material or consult any peer group mates. Facilitator must ensure that participants have answered all questions. The objective of the post assessment is to assess the improvement in knowledge base of the participants. The completed post assessment forms will be compared with the pre assessment forms to see the progress of the participants on the following aspects

- Constitution of India
- Key aspects of NFSA
- Steps of social audit
- Schemes under NFSA
- Right based framework

Day 15/session 4: Evaluation of the Training (20 minutes)

The training programme will always end with the evaluation of the days and how they went. The facilitator can ask the participants to give written evaluation specifying the following

- How did they like the training
- Whether this will be useful

- Which sessions they liked the most
- Which sessions could be made better
- How was the field experiences
- How can the training be made better in future
- Any specific content that can be added or removed
- Which session was most useful and made sense to you

Day 15/session 5: Valediction and Cultural Programme (1 hour)

The 15-day training programme will come to an end with few words from the facilitator group for sharing the space for long 15 days. The participants with the help of the facilitator's team will organize the cultural programme to acknowledge each other's contribution for future successful in social auditing process.


Annexures

Day 1:
Session 3
Duration: 2 hours

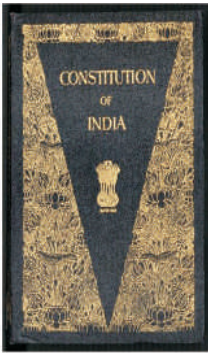
Understanding Constitution of India

Objective of the session

- Introduce to constitutional framework of India and the Fundamental rights, fundamental duties & other articles like (Article 21, Right to life and Right to work etc)
- Discuss Directive Principles of State Policy
- Link constitutional provisions to accountability and rights based approach



- What is Constitution?
- Why Do We Need Constitution?
- The Framing of Constitution of India.
- The Preamble to Constitution of India.
- What are Fundamental Rights and Directive Principles
- Right to life






The First Book of Constitution of India is Located at Parliament Library Building, New Delhi, India.

Why Constitution?

- To provide a set of basic rules that allow for minimal coordination amongst members of a society.
- To specify who has the power to make decisions in a society. It decides how the government will be constituted.
- To set some limits on what a government can impose on its citizens. These limits are fundamental in the sense that government may ever trespass them.
- To enable the government to fulfill the aspirations of a society and create conditions for a just society.

Framing of Constitution of India.

Dr. Sachchidananda Sinha was the first president (temporary) of the Constituent Assembly when it met for the first time on December 9, 1946, it had 389 members. Later, Dr. Rajendra Prasad became the President of the Constituent Assembly and Dr. Bhimrao Ambedkar became the Chairman of its drafting committee on December 11, 1946.

Background of Constitution

- K. M. Munshi, A. K. Iyer, N. G. Ayengar, B L Mitter, Md. Saadullah and D P Khaitan were the other 6 member in the Drafting Committee
- It took 2 years, 11 months and 18 days to complete the Constitution draft
- Handed over by Dr. Ambedkar to President and Prime Ministers of India
- Adopted on 26th November 1949.
- Enacted/implemented from 26th January 1950 onward
- More than 101 amendments- so far to the Indian Constitution

Basic Features of the Indian Constitution

- One of the largest written Constitution. Originally it has 395 articles. Now there are 448 articles.
- Federal Constitution
- Parliamentary form of Government
- Preamble
- Fundamental rights of the Citizens
- Directive Principles of State Policy
- Indian Constitution is a living document



Fundamental Rights

- Embodied in Part III of the Constitution
- Guarantee Civil rights to all Indians and prevent state from encroaching on individual liberty
- Seven fundamental rights were originally provided by the Constitution. Now they are six
- In 1978 by 44th Constitutional Amendment right to property was removed as fundamental rights
- Fundamental rights are justifiable
- Fundamental rights can be enhanced, removed or altered through Constitutional Amendment
- There can be temporary suspension of fundamental rights in case of imposition of emergency

Fundamental Rights Part III Article 14 to 35

- Right to Equality (Article 14-18)
- Right to Freedom (Article 19-22)
- Right against Exploitation (Article 23-24)
- Right to Freedom of Religion (Articles 25-28)
- Cultural & Educational Rights (Articles 29-30)
- Right to Constitutional Remedies (Article 32-35)

Right to Equality

Right to equality includes, equality before law, prohibition of discrimination on grounds of religion, race, caste, gender or place of birth, and equality of opportunity in matters of public employment, abolition of untouchability and abolition of titles. Right to equality is provided from article 14 to 18 of Indian Constitution.

Right to Freedom

Right to includes, freedom of speech and expression, assembly, association or union or cooperatives, movement, residence, and right to practice any profession or occupation, **right to life** and personal liberty, protection in respect to conviction in offences and protection against arrest and detention in certain cases. Right to freedom is provided from article 19 to 22 in Constitution of India

Right against exploitation

Right against exploitation prohibits all forms of forced labour, child labour and traffic of human beings. It is provided under article 23 and 24 of Constitution of India.

Right to freedom of religion

Right to freedom of religion includes freedom of conscience and free profession, practice, and propagation of religion, freedom to manage religious affair, freedom from certain taxes and freedom from religious instruction in certain educational institutes. It is provided in Article 25 to 28 of Constitution of India.

Cultural and Educational Rights

Cultural and educational rights preserve the right of any section of citizen to conserve their culture, language or script and right of minorities to establish and administer educational institution of their choice.

Article 29 and 30 of Indian Constitution provides for cultural and educational rights.

Right to Constitutional Remedies

Right to Constitutional remedies present for enforcement of fundamental rights. It is provided under Article 32 to 35 of Indian Constitution.

Article :21 (Protection of Life and Personal Liberty)

No person shall be deprived of his life or personal liberty except procedure established by law.

The state shall provide free and compulsory education to all children of the age of 6 to 14 years in such a manner as the State may determine.

Article 21 of constitution of India, read as:

“Protection of Life and Personal Liberty –No person shall be deprived of his life or personal liberty except according to procedure established by law.”

As, article lays down that no person shall be deprived of his life or personal liberty except according to “*procedure established by law*”. This means that no person can be denied to life or personal liberty and restraint can be put only with procedure prescribed by law.

Supreme Court of India has broaden the scope of right to life to right to life with dignity which lead to enactment of some majors Acts such as MGNREGA, NFSA, Right to Information Act etc.

Article 21 (A)

Under Unikrishnan Judgment, the Supreme Court of India, broaden the scope of article 21 and brought right to education under the purview of right to life and suggested necessary constitutional amendment in this regard.

It lead to 86th Constitutional Amendment where a new article 21 (A) was inserted after Article 21 namely on Right to Education.

The Article 21 A read as “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

Directive Principles of State Policy

Directive Principles of State Policy are in the form of instructions/guidelines to the governments at the center as well as states, to be kept in mind while framing laws and policies.

Though these principles are non-justiciable, they are fundamental in the governance of the country DPSP aims to create social and economic conditions under which the citizens can lead a good life.

Classification

- The economic and social principles
- The Gandhian principles
- Principles and Policies relating to international peace and security
- International principles
- Miscellaneous

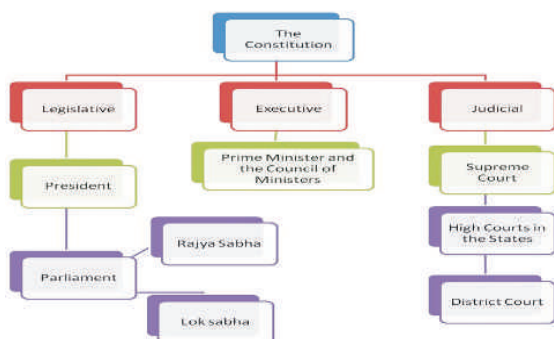
Directive Principles of State Policy Part IV Article 36 to 51

- State shall strive to promote the welfare of the people,
- Policy towards securing— Equality, Economic Development,
- Preserve Dignity of Citizens lives, freedom and prevented from any kinds of exploitation
- Free legal aid for needy, Justice by Judiciary system
- Securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.
- Provision for early childhood care and education to children
- Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections
- Provision to raise level nutrition and standard of living and improve public health

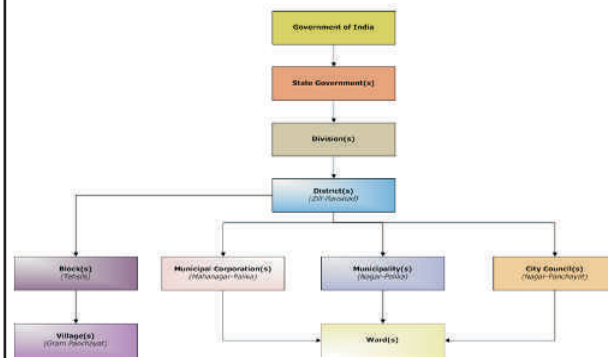
Fundamental Duties: Part V Article 51A

- Abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem
- Follow the noble ideals which inspired our national struggle for freedom
- Uphold and protect the sovereignty, unity and integrity of India
- Defend the country and render national service when called upon to do so
- Promote harmony and the spirit of common brotherhood amongst all the people of India
- Protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures
- Develop the scientific temper, humanism and the spirit of inquiry and reform
- Public property and to abjure violence

Structure of Union Government



State Administrative Structure



73rd Constitutional Amendment - 1992

The Constitution (73rd Amendment) Act, 1992

The 73rd Constitutional Amendment came in to force in the year 1992 to establish and empower local governance. Major provisions under the Amendment

- Establishment of a three-tier structure (Gram Panchayat, Panchayat Samiti, and Zilla Parishad)
- To provide 3-tier system of Panchayati Raj for all States having population of over 20 lakh.
- Establishment of Gram Sabhas at the village level.
- Regular elections to Panchayats every 5 years.
- Proportionate seat reservation for Scheduled Castes and Scheduled Tribes.
- Reservation of not less than 33% seats for women.
- Constitution of State Finance Commissions to make recommendations regarding the financial powers of the Panchayats.
- Constitution of District Planning Committee to prepare draft development plan for the district as a whole.

Powers and Responsibilities

The Constitution (73rd Amendment) Act, 1992 vests power in the State Government to endow Panchayats with such powers and authority as may be necessary to enable them to function as institutions of self-government such as:-

- Preparation of plans and their execution for economic development and social justice in relation to 29 subjects listed in the XI Schedule of the Constitution.
- Authority to Panchayat to levy, collect and appropriate taxes, duties, tolls and fees.
- Transfer of taxes, duties, tolls and fees collected by the States to Panchayats.

Gramsabha

- Special Gramsabha should be held at least in each quarter preferably on Republic Day, Labour Day, Independence Day and Gandhi Jayanti.
- Decide developmental work to be undertaken by Panchayats based on needs assessment.
- Suggest remedial measures for economy and efficiency in the functioning of the Panchayats.
- Question and scrutinise the decisions of Panchayats in the meeting of Gramsabha.
- Discuss the Annual Financial Statement of Gram Panchayats.

Cont..

The Constitution (73rd Amendment) Act, 1992 envisages empowered Panchayats as institutions of self-government at the village level capable of:

Planning and executing village level public works and their maintenance.

Ensuring welfare of the people at the village level including health, education, communal harmony, social justice particularly gender and caste based discrimination, dispute resolution, welfare of children, especially the girl child.

The Constitution (73rd Amendment) Act, 1992 also envisages empowered Gramsabhas as the Parliament of the People at the grassroots level to whom the Gram Panchayats are solely accountable.

Thank You

Day:-1
Session:- 4

Duration:- 2 hours 15 minutes

Rights Based Framework and Legislations

Objective of the session

- Introduce and Discuss rights based approach at lengths
- To understand the role of the duty bearers and right holders.

Defining Human Rights

- The notion of human rights and the broader concept of human dignity have been formulated over centuries the deep-rooted belief that **everyone has a moral claim to be treated equally and justly by others.**
- Human rights are derived from a moral notion that **people have rights by virtue of being human; legal rights** reflect the power balance between social groups and classes in a given society at a given time, and are liable to abuse.

Denial of Human rights-unequal power relation

- Human Rights denied due to **unequal power relations**, with the more powerful denying the human rights of the less powerful, on both an individual and structural level.
- On the individual level, poor people face **discrimination, violence, oppression, and exploitation** in their interactions with other individuals.

From Where the Rights Comes..

- By virtue of being human
- Constitution of India – Fundamental Rights, DPSCs
- International Conventions & Treaties -UNCRC
- Indian Parliament – Laws
- Supreme Court of India through Judgements & Orders

What is Rights Based Approach

- Rights based approach is about empowering people to know and claim their rights and increasing the ability and accountability of individuals and institutions who are responsible for respecting, protecting and fulfilling rights.
- This means giving people better opportunities to participate in shaping the decision that impacts on their rights.
- It also means increasing the ability of those with responsibility for fulfilling rights to recognise and know how to respect those rights and make sure they can be held to account

Aim of rights based approach

- Right based approach aims to enable rights holders to claim their rights and duty bearers to meet their obligations under national and international law



Need based- Right based approach

NEED BASED

- People deserve help
- Government ought to do something but no one has definite obligation
- People can participate in order to improve service delivery
- Given scarce resources some people may have to be left out
- Each piece of work has its own goals but there is no unifying overall purpose
- Certain groups have technical expertise to meet people's need
- Looks at specific, immediate situation²⁰

RIGHTS BASED

- People are entitled to help
- Governments have binding legal and moral obligation
- People are active participants by right
- All people have the same rights to fulfill their potential
- There is an overarching goal to which all work contributes
- All groups can play a role in achieving their rights
- Analyze root causes

The duty bearers in Rights Framework

- ⑩ The primary duty-bearer is the government
 - At national level
 - State level
 - Local level
- ⑩ The secondary duty-bearers are private individuals and institutions but the primary responsibility remains with Government
- ⑩ Role of the state is protecting rights and ensuring that there is no violation
- ⑩ States role is also to come up with rights based legislations

Key Rights Based Legislations in India

- Right to Information Act 2005 (RTI)
- Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGREGA)
- The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006 (FRA)
- Right of the Children to Free and Compulsory Education Act 2009 (RTE)
- Orissa Right to Public Service Act 2013
- The National Food Security Act, 2013 (NFSA)

Thank You

Exercise – 1

How to conduct session on Constitution

The session will begin with one song from the one of the participants. It will be followed by slogans on social audit

In the beginning of the session the facilitator will divide the participants in to 9 groups with each group having at least 4 members. All 9 groups will be given one topic each to discuss. The 12 topics to be given to the groups are as follows:

1. Parliament	2. Rights	3. Constitution
4. Executive	5. Court and judiciary	6. Legislature
7. Election process	8. Central & state govt.	9. Right to life

All 9 groups will be made to sit separately and will be handed over one topic each. The facilitator team will then explain what the groups need to discuss. The groups will be given 10 minutes to discuss what they meant by the term and write down in a chart paper given to the group. Once the groups are ready with their presentation, each group will present within 5 minutes, followed by 2-3 minutes open session for questions and clarifications.

Exercise -2 (Recap on constitution)

There will be question answer round with 24 questions on the Constitution of India. The questions will be posed to the groups in chronological order, if the concern group is not able to respond it will go to the next group. Each right answer will fetch 10 marks and wrong answer will have 5 negative marks. One of the facilitator will be noting down the marks given to the groups. At the end of the round total marks secured by each group will be declared.

Questions on Constitution of India

1. When was the Constitution of India got adopted by Constituent Assembly? (26th November 1949)
2. When constitution of India came in to force? (26th January 1950)
3. As preamble India is? (sovereign, socialist, secular, democratic, republic)
4. What are the numbers of Article and Schedules in Constitution (448 articles and 12 schedules)
5. Nos of Fundamental Rights as per Constitution of India? (6)
6. The Fundamental Rights is mentioned in the constitution between which articles (14-32)
7. Which article talks about fundamental duties? (article 51 A)
8. The Directive Principle of State Policies is mentioned in between which articles? (Art 35-51)
9. Is the DPSP enforceable by the judiciary (No)
10. Which article talks about abolition of Untouchability (Article 17)
11. Who was the chairman of Constituent Assembly (Dr. Rajendra Prasad)
12. Who was the chairman of the Drafting Committee of Constituent Assembly? (BR Ambedkar)
13. What is the time period for Loksabha (5 years)
14. Right to life and personal liberty is part of mentioned in which article? (Article 21)
15. Which Constitutional Amendment talks about PRI (73rd)
16. When 73rd amendment came in to force (April 24-1993)
17. Which article talks about maternity relief (Article 24)

18. Which article of Constitution of India prohibits employment of children below 14 years of age in hazardous industries? (Article 24)
19. Which article talks about nutrition and improvement living standard and improvement of public health? (Article 47)
20. Freedom of speech and expression is part of which Fundamental Rights? (Right to freedom)
21. Which article talks about protection of Rights of Minorities? (Article 29)
22. Which Fundamental Rights was cancelled Right to Property?
23. DPSP has been borrowed from the Constitution of which country in to Indian Constitution (Ireland)
24. Who is the Constitutional head of India as per Constitution? (President of India)

Exercise- 3

How to conduct session on Rights based approach

Description of the session:

The existing 9 groups will be given the one case study each on right based programme. The group will be given 10 minutes to go through the case study and discuss within the group. Three different case studies will be used during the session. The groups would need to go through the case studies and present on the following points:

1. Who is/are right holder in the case study?
2. Who are the service providers in the case study?
3. Do you think any rights got violated if yes what?
4. Is it link to the rights provided under Constitution of India?

The facilitator will then sum up the points emerging from the discussion. The facilitator will then make a presentation on rights based framework using the PPT developed for the purpose. In the course of presentation the facilitator will discuss that the idea of rights is based on the premise that poverty and social deprivation are human rights issues. Facilitator would highlight that rights approach contributes to the development agenda in a number of ways. Adding legal tools and institutions such as the judiciary, and processes such as litigation as means to secure development, shifts emphasis towards the excluded and stresses the importance of voice, information, and integration of civil and political rights into development processes. Here the facilitator will briefly discuss on the various social welfare schemes like NFSA, MGNREGA etc, and how rights based approach contributes to the empowerment of citizens to demand the delivery of the rights and services that they are entitled to. It simultaneously develops the capacity of States to fulfil the obligations to protect, respect and promote the rights of their citizens. Ultimately, it strengthens participatory grassroots processes to empower vulnerable groups. Rights-based approaches draw from many sources: national Constitutional framework, and prevailing welfare schemes and grassroots struggles of people in seeking greater participation in decisions that affect their lives.

ପ୍ରଶିକ୍ଷଣ ପୂର୍ବ ଏବଂ ପର ମୂଲ୍ୟାଙ୍କନ
ଦୟାକରି ସମସ୍ତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ (ସମୟ - ୧୦ ମିନିଟ; ମୋଟ ମାର୍କ - ୩୦)

ପ୍ରଶିକ୍ଷଣ ପୂର୍ବ ମାର୍କ		ପ୍ରଶିକ୍ଷଣ ପର ମାର୍କ	
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ନାମ:- _____ ପଦବୀ: _____ ଜିଲ୍ଲା: _____

1. ଏନ.ଏଫ.ଏସ.ଏ ର ପୁରାଣ କଣ ? A. National Food security Act B. National Financial Security Act. C. National food Sovereignty Act. D. None of the above.	
2. ଏନ.ଏଫ.ଏସ.ଏ ଆଇନ କେବେ ପାସ ହେଲା ? A. ୨୦୧୨ B. ୨୦୧୧ C. ୨୦୧୫ D. ୨୦୧୩	
3. ଓଡ଼ିଶାରେ ଏହି ଆଇନ କେବେଠାରୁ ଲାଗୁହେଲା ? a. ୨୦୧୨ B. ୨୦୧୧ C. ୨୦୧୫ D. ୨୦୧୩	
4. ଏନ.ଏଫ.ଏସ.ଏ ରେ କେତେଗୋଟି ଯୋଜନା ରହିଅଛି ? A. ୪ B. 2 C. ୩ D. କୌଣସି ଚି ବି ନୁହଁ	
5. ଏନ.ଏଫ.ଏସ.ଏ ରେ ସର୍ବୋଚ୍ଚ ଅଭିଯୋଗ ଶୁଣାନ୍ତି ଅଧିକାରୀ କିଏ? A. ବିଡ଼ିଓ B. ଜିଲ୍ଲାପାଳ C. ସୁଚନା କମିଶନ D. ରାଜ୍ୟ ଖାଦ୍ୟ କମିଶନ E. କୌଣସି ଚି ବି ନୁହଁ	
6. ଆଇସିଡିଏସ ର ପୁରା ନାମ କଣ ? A. ସମ୍ମାନିତ ଶିଶୁ ବିକାଶ ଯୋଜନା B. ସମ୍ମାନିତ ଶିଶୁବିକାଶ ସେବା C. ସମ୍ମାନିତ ଶିଶୁ ସୁରକ୍ଷା ଯୋଜନା D. କୌଣସି ଚି ବି ନୁହଁ	
7. ଆଇସିଡିଏସ କେବେ ଆରମ୍ଭ ହୋଇଥିଲା ? A. ୧୯୭୩ B. ୧୯୭୪ C. ୧୯୭୫ D. ୧୯୭୮	
8. ଆଇସିଡିଏସ ରେ କେତେଗୁଡ଼ିଏ ସେବା ଅଛି ? a. ୪ B. ୫ C. 6 D. କୌଣସି ଚି ବି ନୁହଁ	
9. ନିମ୍ନ ମଧ୍ୟରୁ କିଏ ଆଇସିଡିଏସ ର ହିତାଧିକାରୀ ନୁହନ୍ତି ? a. 0-୬ ବର୍ଷର ଶିଶୁ B. ୭-୧୦ ବର୍ଷର ବାଳିକା C. ଗର୍ଭବତୀ ମହିଳା D. ପ୍ରସୂତି ମହିଳା	
10. ଅଙ୍ଗନବାଡ଼ି ରେ ଗରମ ରନ୍ଧା ଖାଦ୍ୟ ଅନ୍ତର୍ଗତ ସପ୍ତାହକୁ କେତେଥର ଅଣ୍ଡା ମିଳେ? A. 9 B. ୩ C. ୪ D. ୧	
11. ମଧ୍ୟାହ୍ନ ଭୋଜନ ରେ ସପ୍ତାହକୁ କେତେଥର ଅଣ୍ଡା ମିଳେ? A. 9 B. ୩ C. ୪ D. ୧	
12. SMC ରେ କେତେ ଜଣ ସଦସ୍ୟ ଆଛି? A. ୧୯ B. ୧୧ C. ୧୫ D. ୧୩	
13. ଯଦି ବିଦ୍ୟାଳୟ ରେ ୧୦୫ ଜଣ ପିଲା ରହିଛନ୍ତି ତେବେ କେତେ ଜଣ ପାଟିକା ନିୟୁତ୍ତି ହେବ ଉଚିତ? A. 9 B. ୩ C. ୪ D. ୧	
14. ନିମ୍ନଲିଖିତ କେଉଁଟି ପଞ୍ଚନିୟମର ଅନ୍ତର୍ଭୁକ୍ତ? a. ଦାକ୍ଷ ଘଷିବା B. ମୁଣ୍ଡ କୁଣ୍ଡାଇବା C. ଗାଧୋଇବା D. ଖାଇବା ପୂର୍ବରୁ ଓ ପରେ ହାତ ଧୋଇବା	
15. ପିଡ଼ିଏସ ହିତାଧିକାରୀ ମାନଙ୍କୁ କେତେପ୍ରକାର ରାସନ କାର୍ଡ ଦିଆଯାଇଥାଏ? A. 9 B. ୩ C. ୪ D. ୧	

16. PHH କାର୍ଡ ରେ ମୁଣ୍ଡପିଛା ମାସିକ କେତେ କିଲୋ ଖାଦ୍ୟଶସ୍ୟ ମିଳିଥାଏ? A. ୧୦ B. ୨୫ C. ୫ D. ୭	
17. ଗ୍ରାମାଞ୍ଚଳ ରେ ଏକ ପରିବାର ର ମାସିକ ଆୟ କେତେ ଟଙ୍କା ହୋଇଥିଲେ ସେହି ପରିବାର ପିଢ଼ିଏସ ଯୋଜନା ର ହିତାଧିକାରୀ ହେବାରୁ ବଞ୍ଚିତ ହେବେ? A. ୨୦୦୦ ରୁ ଊର୍ଦ୍ଧ୍ୱ B. ୩୦୦୦ ରୁ ଊର୍ଦ୍ଧ୍ୱ C. ୧୦୦୦୦ ରୁ ଊର୍ଦ୍ଧ୍ୱ D. ୧୫୦୦୦ ରୁ ଊର୍ଦ୍ଧ୍ୱ	
18. ଓଡ଼ିଶାରେ ମମତା ଯୋଜନା କେବେ ଠାରୁ ଲାଗୁ ହୋଇଅଛି? A. ୨୦୧୦ B. ୨୦୧୧ C. ୨୦୧୨ D. ୨୦୧୩	
19. ମମତା ଯୋଜନା ରେ ହିତାଧିକାରୀ କୁ କେତେ ଟଙ୍କା ମିଳିଥାଏ? B. ୫୦୦୦ B. ୪୦୦୦ C. ୩୦୦୦ D. ୧୦୦୦	
20. ମମତା ଯୋଜନା ରେ କେତେ ଗୋଟି କିଣ୍ଡି ରେ ଟଙ୍କା ମିଳିଥାଏ? A. ୪ B. ୩ C. ୨ D. ୧	
21. ମମତା ଯୋଜନା ରେ ହିତାଧିକାରୀ ହେବା ପାଇଁ ସର୍ବନିମ୍ନ ବୟସ କେତେ? A. ୧୭ B. ୧୭ C. ୧୯ D. ୨୫	
22. ଗୋଟିଏ ବର୍ଷରେ କେତେଗୋଟି ଗ୍ରାମସଭା ନିଶ୍ଚିତ ଭାବେ ହେବାର ବ୍ୟବସ୍ଥା ରହିଛି ? A. ୨ B. ୩ C. ୪ D. ୫	
23. ପଞ୍ଚାୟତ ରେ କେତେଗୋଟି ସ୍ତ୍ରୀ କମିଟି ହେବାର ବ୍ୟବସ୍ଥା ଅଛି? A. ୪ B. ୫ C. ୬ D. ୭	
24. ଗାଁ କଲ୍ୟାଣ ସମିତି କେଉଁ ସ୍ତରରେ ଗଠନ ହୋଇଥାଏ? A. ଗାଁ ସ୍ତରରେ B. ଖାର୍ଡ ସ୍ତରରେ C. ପଞ୍ଚାୟତ ସ୍ତରରେ D. କୌଣସିଟି ବି ନୁହଁ	
25. ଗାଁ କଲ୍ୟାଣ ସମିତି କୁ ବର୍ଷକୁ କେତେ ଟଙ୍କା ମିଳିବାର ବ୍ୟବସ୍ଥା ଅଛି? A. ୧୦୦୦୦ B. ୧୧୦୦୦ C. ୧୨୦୦୦ D. ୧୫୦୦୦	
26. NFSA ୨୦୧୩ ର କେଉଁ ଧାରା ରେ ସାମାଜିକ ସମାକ୍ଷା କଥା କୁହାଯାଇଛି? A. ଧାରା – ୨୦ B. ୨୮ (କ) C. ୨୪ (କ) D. ୨୬	
27. ରାଜ୍ୟ ଖାଦ୍ୟ କମିଶନ ଗଠନ କଥା NFSA ୨୦୧୩ ର କେଉଁ ଧାରା ରେ କୁହାଯାଇଛି? A. ଧାରା- ୧୫ (କ) B. ଧାରା- ୧୮(କ) C. ଧାରା- ୧୬ (କ) D. ଧାରା- ୨୨ (କ)	
28. ଅଙ୍ଗନବାଡ଼ି ରେ କେତେଗୋଟି ରେଜିଷ୍ଟର ଥାଏ? A. ୧୦ B. ୧୧ C. ୧୨ D. ୧୮	
29. ସମ୍ମାନ ର ସହ ବଞ୍ଚିବା ସମ୍ପିଧାନ ର କେଉଁ ଧାରା ରେ ଉଲ୍ଲେଖ ଅଛି? A. ୨୧ B. ୨୨ C. ୨୩ D. ୨୪	
30. ଭାରତୀୟ ସମ୍ପିଧାନ ନାଗରିକ ମାନଙ୍କୁ କେତେଗୋଟି ମୌଳିକ ଅଧିକାର ପ୍ରଦାନ କରିଛି? A. ୫ B. ୬ C. ୭ D. ୮	

Day:-2
Session:-2

Duration:- 1 hour 15 minutes

Need of Social Welfare Schemes

Objective of the session

- Discuss the social welfare schemes that provide social security to poor
- To discuss the key objectives and features of the programme

India: Welfare State

- A **welfare state** is a concept of government where the state plays a key role in the protection and promotion of the economic and social well-being of its citizens.
- **Preamble:** It is based on the principles of equality of opportunity, equitable distribution of wealth, and public responsibility for those unable to avail themselves of the minimal provisions for a good life.
- **Directive Principle of State Policy:** Article 38. State to secure a social order for the promotion of welfare of the people.

The Idea of Social Welfare

- **Constitution of India**
- Preamble gives a broad vision
- Fundamental Rights
- Directive Principles of State Policy: The Directive Principles of State Policy gives direction to the Central and State governments for enhancing life and wellbeing of the citizens of the country.
- **Different Acts passed by the Parliaments**
- **Supreme Court Orders:** Define and Extend Fundamental Rights and Directive Principle of State Policy
- ✓ PUCL Vs union of India (196/2001) popularly known as Right to Food case

Welfare Theme and Directive Principle of State

Theme	Directive Principle
Employment	<ul style="list-style-type: none"> • Article 39 a: The State shall, in particular, direct its policy towards securing —“ that the citizens, men and women equally, have the right to an adequate means of livelihood” • Article 41. The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want. • Article 43. The State shall endeavour to secure, by suitable legislation or economic organisation or in any other way, to all workers, agricultural, industrial or otherwise, work, a living wage, conditions of work ensuring a decent standard of life and full enjoyment of leisure and social and cultural opportunities
Food	<ul style="list-style-type: none"> • Article 39 a: The State shall, in particular, direct its policy towards securing —“ that the citizens, men and women equally, have the right to an adequate means of livelihood” • Article 47: Duty of the state to raise the level of nutrition and the standard of living to improve public health
Nutrition	<ul style="list-style-type: none"> • Article 47: Duty of the state to raise the level of nutrition and the standard of living to improve public health

Welfare Theme and Directive Principle of State

Theme	Directive Principle
Health	<ul style="list-style-type: none"> • Article 47: Duty of the state to raise the level of nutrition and the standard of living to improve public health
Education/Pre School Education	<ul style="list-style-type: none"> • Article 41: Right to work, to education and to public assistance in certain cases.- The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want. • Article 45: The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.
Pension	<ul style="list-style-type: none"> • Article 45: Right to work, to education and to public assistance in certain cases.- The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.

Key Programmes – Employment & Livelihood

- Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- National Livelihood Mission
- Skill India Programme

Key Programmes – Food, Health, Education, Sanitation

Food

- National Food Security Act (ICDS, MDM, PDS)

Health

- National Health Mission (NHM)
- Rashtriya Swasthya Bima Yojana (RSBY)
- Rashtriya Swasthya Bima Yojana
- National Iron Plus Initiative
- Janani Suraksha Yojana

Education

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Scheduled Caste Sub Plan (SCSP)

Sanitation

- Swacha Bharat Abhiyan

Key - Programmes

Social Security – Centrally Sponsored Schemes

- National Social Assistance Programme - NSAP
- Pradhan Mantri Suraksha Bima Yojana - PMSBY
- Pradhan Mantri Jeevan Jyoti Bima Yojana - PMJJBY
- Atal Pension Yojana - APY
- Pradhan Mantri Jan Dhan Yojana - PMJDY
- Janani Suraksha Yojana – JSY
- Pradhan Mantri Awas Yojana
- IGNOAP

Key Programmes – Odisha Specific

- Madhubabu Pension Yojana
- Mamata Yojana
- Mo Kudia Yojana
- Biju Pucca Ghar Yojana
- Ahar Yojana
- Niramaya Yojana
- Harischandra Yojana

Thank You

Day:-2
Session:-1
Duration:- 4 hours
Poverty & Inequality

Objective of the session

- Introduce poverty, including definitions, how it is being measure from time to time
- Present the issues of poverty, inequality and vulnerability through role-play
- To discuss causes of poverty

Who are the poor

The poor of any country or state share similar characteristics.

In India, poor are Dalit, Tribal, female, young, disable, rural, unskilled and perhaps semi-skilled

What Determines Poverty

Research indicates that education, urban-rural location, racial group, gender, health and employment status all impact on whether somebody is poor or not.

Other factors include socio-economic factors, the historical legacy of a country, social customs, property rights, economic dependence, political system/affiliations etc. This is where much debate lies.

The causes of poverty are structural as well – the structures of society at all levels are set up so as to enable the rich and powerful to control productive resources and build wealth. The rich and powerful dominate institutions, including state structures, and use them to pursue their economic interests

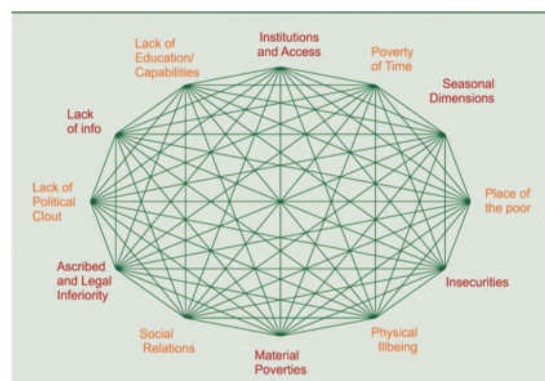
Poverty is therefore not just a lack of income or a lack of material resources. It is a lack of power to access, use or control resources “adequate to fulfil a standard of living consistent with a life of dignity”.

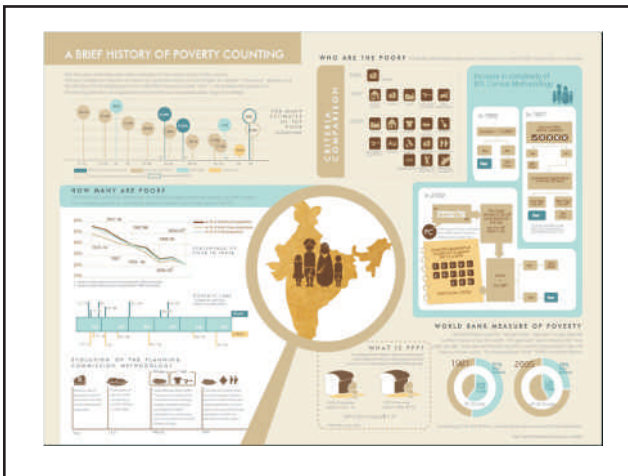
What is Poverty

There is no concrete definition of poverty however, it can have four clusters of meaning

- Income- poverty: State of poverty based on income
- Material lack or want: Besides income this includes lack of or little wealth and lack or low quality of other assets such as shelter, clothing, furniture, personal means of transport, radios or television, and so on. This also tends to include no or poor access to services.
- Capability deprivation: This refers to what we can or cannot do, can or cannot be. This includes but goes beyond material lack or want to include human capabilities, for example skills and physical abilities, and also self-respect in society.
- Multi dimensional view of deprivation: It takes a yet more broadly multi-dimensional view of deprivation, with material lack or want as only one of several mutually reinforcing dimensions.

Web of Poverty disadvantages





Poverty Measurement in India

- The Planning Commission has been estimating the number of people below the poverty line (BPL) at both the state and national level based on consumer expenditure information collected as part of the National Sample Survey Organization (NSSO) since the Sixth Five Year Plan.
- In between 1971 to 1990 the Planning Commission had based its classification on the cost of calorie consumption in rural and urban India.
- The first full fledged poverty line survey was conducted in 1992 (BPL census 1992) which identified below poverty line family in rural areas based on self reported annual income of rural households.
- The second BPL census was conducted in 1997 where the criteria was changed from income to consumption.
- The third BPL census was in 2002 census was based on a Score Based Ranking (SBR) of each household, indicating their quality of life. Families were identified as poor based on 13 criteria.
- The criticism of earlier BPL census lead to scraping of BPL census and to measure poverty came with Socio Economic Caste Census in 2011. SECC-2011 is a study of socio economic status of rural and urban households and allows ranking of households based on predefined parameters.

Extent of poverty in India

- The world had 872.3 million people below the new poverty line, of which 179.6 million people lived in **India**. In other words, **India with 17.5% of total world's population, had 20.6% share of world's poorest in 2011.**
- The **poorest areas** are in **parts of Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand, Orissa, Chhattisgarh and West Bengal.**
- 50% of Indians don't have proper shelter.
- 70% don't have access to decent toilets.
- 35% of households don't have a nearby water source.
- 85% of villages don't have a secondary school (how can this be the same government claiming 9% annual growth?).
- Over 40% of these same villages don't have proper roads connecting them.

Inequality

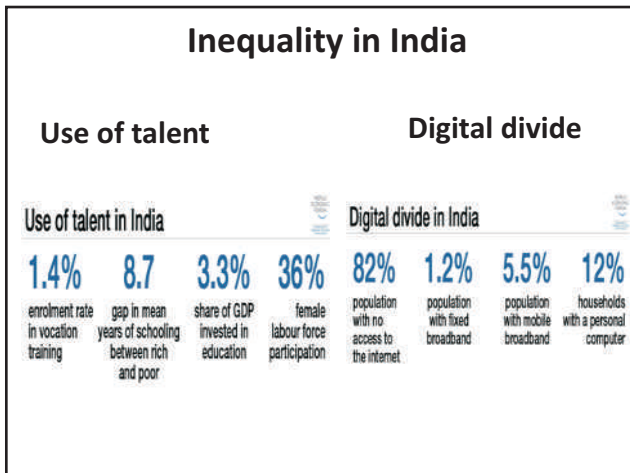


Poverty and Inequality

- Inequality refers to disparities and discrepancies in areas such as income, wealth, education, health, nutrition, space, politics and social identity.
- Inequality is a broader concept than poverty in that it is defined over the entire population, and does not only focus on the poor.

Inequality in India

- India's richest one percent now hold 58 percent of the country's wealth.
- Only 57 billionaires in the country have the same wealth (\$216 billion) as that of the bottom 70 percent population.



Thank You

Exercise -1 (day 2)

How to go about session on Poverty

Question 3

One of the facilitator will write down what the participants mean by poverty and inequality and the reasons thereof. Responses will help in gauging the understanding of participants regarding poverty and inequality. Based on this discussion we will have PPT presentation describing concept of Absolute poverty, Relative Poverty, Poverty Line and Inequality.

The facilitator will discuss on the Multiple Dimensions of Poverty and also on why this subject is important to our work as social auditors. The facilitator will discuss Poverty, as is not just about how much people earn or what they spend or whether they have enough food to eat. Poverty can result from multiple disadvantages/problems that persons or households face. It is important to capture the many faces or multiple dimensions of poverty. For example: The 7 Criteria of Deprivation used in the SECC census 2011 identified as poor those households that: live in homes with only 1 room and no solid walls and roofs, those with no adult members in the 15-59 years category, with no adult male members, with differently-able members or no able-bodied members, SC or ST households, those with no literate member above 25 years, landless with main source of income from manual wage labour.

Why count the poor? Monitoring poverty accurately is considered necessary for creating an adequate anti-poverty strategy. Poverty lines are usually based on the amount of money needed for a minimally adequate diet. The national poverty line in our country for rural areas is ` 816 per capita per month; for urban areas it is ` 1000 per capita per month. Twenty three per cent of India's population lives below the poverty line, and 75 per cent of this number live in rural areas. Clearly, poverty is widespread in villages.

Why are some people poor? Structural factors - economic system-may prevent poor people from getting better-paid jobs. Poor quality of education provided in areas where the poor live, may reduce their education and hence their ability to find higher incomes. With respect to political systems the poor may suffer from lack of participation and decision-making powers due to various forms of discrimination.

Often the reason why people are forced to live in poverty is to do with the low incomes they earn, the lack of resources they command or when they do not have access to important entitlements due to multiple

disadvantages that they face. Lack of resources or entitlements is derived from the economic, Physical and social positions and capital that people occupy. It also results from unequal distribution of resources within and between societies. Social and economic inequalities can make some people very poor and unable to escape poverty. It may prevent them from participating in political processes and social institutions.

Some households and people lack the capacity to cope with or resist or recover from shocks and crises, for example sudden illnesses, accidents, weddings or deaths, natural disasters like droughts. This is called vulnerability. Government social programmes and public services have a protective function as they help to reduce vulnerability, inequalities and other factors that create multi-dimensional poverty. The role of social auditors is really important in poverty prevention because they can ensure that vulnerable people are not excluded from programmes and services provided by government and they could claim their entitlement. It is also their duty to ensure that the poorest people and households participate in and therefore gain better access to social programmes.

After discussing on the concepts through the PPT (Multidimensional poverty), the facilitator will then divide the participants into 4 groups for role playing and give the participants 15 minutes to prepare for role play that demonstrates a particular dimension of poverty where performance should be of 10-12 minutes duration within which they need to discuss on the issues of malnutrition, starvation deaths, farmers suicide, discrimination etc. Facilitator would encourage participants to talk about and analyze everyday poverty in relation to the issues that they observe and discuss how factors such as caste and gender, regional disparity increase poverty for some groups and also discuss how social structure in rural areas creates inequality for some groups and people along with it, enumerating the role of social welfare schemes in dealing with the issues.

Broad theme for role play for each group is as follow:

Group Number	Broader Theme
Group 1	Poor due to inaccessible area
Group 2	Socially poor
Group 3	Economically poor
Group 4	Multidimensional poverty

Following is the illustrated list of role that groups could include in their role play:

List of Multidimensional Poverty and Deprivation Situation:

- Disabled (e.g. blind, crippled, mentally impaired, chronically sick)
- Widowed
- Cannot send children to school
- Having more mouths to feed, fewer hands to help
- Lacking able-bodied members who can fend for their families in the event of crisis
- With bad housing
- Having vices (e.g. alcoholism)
- Being “poor in people”, lacking social supports
- Having to put children in employment
- Single parents
- Having to accept demeaning or low status work
- Having food security for only a few months each year
- Displaced and Migrated

Exercise – 2 (day 2)

How to conduct session on Need for Social Welfare Schemes

The groups will be made to sit separately and will be given five broad thematic areas, from which they will be required to list out social welfare schemes, Beneficiaries and Objective of Schemes. The five broad thematic areas are Employment, Food and Nutrition, Health, Pension and Housing. The broad framework for the group presentation is follows:

Group Number	Theme	Scheme	Beneficiaries	Objective
Group 1	Employment			
Group 2	Food and Nutrition			
Group 3	Health			
Group 4	Pension			
Group 5	Housing			

SCHEMES	CHILDREN	WOMEN/ GIRLS	ELDERLY	DIFFERENTLY ABLE
Employment		MGREGA, PMSY	MGNREGA	DDRC
Nutrition/ Health	Bal Bikas Yojna, ICDS, MDM	SABLA, JSY, MAMATA, IGMSY, TPDS,	TPDS	TPDS
Maternity Benefits				
Pension			NOPSC	NSAP
Housing		PMAY, IAY		

This whole session will be facilitated by presentation and discussions. The copies of the handouts will be given to the participants for further reading.

Day:3
Session: 3
Duration: 2 hours

The National Food Security Act, 2013

Objective of the session

- To understand different provisions and entitlements under National Food Security Act
- To have greater clarity on the transparency and grievance redressal mechanism under NFSA

National Food Security Act, 2013

- NFSA got President’s accent on 10th September 2013 and implemented with retrospective effect from the 5th of July,2013.
- Objective of the Act is to provide food and nutritional security in human life cycle approach, by ensuring access to adequate quantity of quality food at affordable prices to people so that they can live a life with dignity.

Schemes coming under NFSA-13

1. Targeted Public Distribution System
2. Mid Day Meal (MDM)
3. Supplementary Nutrition Program (SNP) under ICDS
4. Maternity entitlement.

Entitlements under NFSA

Scheme	Beneficiary	Rights under the act
PDS	Priority Household (PHH)	5 KG Rice or wheat per person in the household per month (at the rate of Rs1 in Odisha)
PDS	AAY	35 KG rice per household per month (at the rate of Rs1 in Odisha)
ICDS	Pregnant & Lactating women	Hot Cook Meal
	Severe Pregnant & Lactating women	Hot Cook Meal – two times
	6 year to 3 year children	Take Home Ration
	6 months to 3 years malnourished Children	Take Home Ration
	3 to 6 year children	Morning snacks & Hot Cook Meal
	3 to 6 years malnourished children	Morning snacks & Hot Cook Meal two times
	MDM	Children in primary school
Maternity Entitlement	Children upper primary school	Hot Cook Meal
	Mother of child till two live births	Rs6000/- up to two live births with other conditions

Coverage under TPDS

National Level

The Act provides for coverage of up to 75% of the rural population and up to 50% of the urban population for receiving subsidized food grains under Targeted Public Distribution System (TPDS), thus covering about two-thirds of the total population at the national level.

State Level

Government of India has fixed the ceiling on number of beneficiaries under NFSA at 82.17% of rural population and 55.77% of urban population for Odisha. Accordingly, the ceiling for TPDS beneficiaries of Odisha has been fixed at 326.41 lakh based on this formula.

Identification of Eligible Households

- As specified under Section 10 of the Act, the responsibility of identifying the beneficiaries under TPDS is with the State Government.
- It is the responsibility of the state government to frame guideline for identification of eligible households

Eligibility Criteria for identification of Primary House Holds

Inclusion

- Any household without shelter
- Household with destitute who is living on alms
- All households of Primitive Tribal Groups
- Households having a widow pension holder
- If not otherwise ineligible as per the nine exclusion criteria
- A person with disabilities of 40% or more and any transgender person.

Exclusion

- Any household with monthly income of more than Rs. 10,000 in rural areas and in excess of Rs. 15,000 in urban areas.
- Persons having four wheeler or two 3-wheelers
- Business with TIN
- Electric consumption of more than 300 units per month
- Any State government or Central government employee
- Persons having tractors, power-tillers, fishing boats or other heavy vehicles.
- persons having entrepreneurship
- Professional tax payers.
- Households having pucca and fire proof house with 3 or more rooms(excepting Indira Awas/Biju Pucca ghar (beneficiaries)

Inclusion criteria under AAY

- The AAY households include all landless agriculture laborers
- Marginal farmers
- Rural artisans /craftsmen (potters, tanners, weavers, blacksmiths, carpenters)
- Slum dwellers and persons earning their livelihood on daily basis in the informal sector like porters, coolies, rickshaw pullers, hand cart pullers, fruit and flower sellers, snake charmers, rag pickers
- Cobblers, destitute and other similar categories in both rural and urban areas.
- It also includes households headed by widows or terminally ill persons/disabled persons/ persons
- Single women or single men aged 60 years or more with no assured means of subsistence or societal support.
- It also includes all primitive tribal group households.

Reform in TPDS

- Door step delivery of food grains
- Application of IT including end to end computerisation
- Leveraging Aadhaar
- Full transparency of records
- Preference to Public institution for running FPS
- Diversification of commodities
- Support to local mode of distribution
- Introducing various schemes such as cash transfers, food coupons etc

Women empowerment

- Eldest woman of the household of age 18 years or above is the head of the household for the purpose of issuing of Ration Cards.

Food security allowance

- In case of non-supply of entitled food grains or meals, the beneficiaries are entitled to receive food security allowance.

Grievance redresal Structure

- State Food Commission
- District Grievance Redresal officer
- Internal Grievance Redressal Mechanism

Functions assigned to the State Food Commission

- Monitor and evaluate the implementation of the Act;
- Either suo motu or on receipt of complaint inquire into violations of entitlements;
- Give advice to the State Government on effective implementation of this Act;
- Give advice to the State Government, their agencies , autonomous bodies as well as non-governmental organizations involved in delivery of relevant services for the effective implementation of food and nutrition related schemes, to enable individuals to fully access their entitlements specified in this Act;
- Hear appeals against orders of the District Grievance Redressal Officer;
- Prepare annual reports which shall be laid before the State Legislature by the State Government.

Grievance Redressal mechanism by the State Food Commission

- The State Food Commission shall hear the appeal of any person aggrieved by the decision of any District Grievance Redressal Officer (DGRO).
- At the district level the PD,DRDA has been assigned the responsibility of DGRO to deal with the grievances under NFSA.
- Such grievances relate to 3 schemes (TPDS, ICDS and MDM).

State Food Commission do for instances of failure to comply with the provisions under NFSA

- For such instances of failure to comply with the provisions under the NFSA, the Commission can take cognizance and impose penalty on the wrong doers.

Internal Grievance Redressal mechanism

- Consumer advise centre- 18003456760
- Help line- 155335

Transparency and Accountability

- All records related to TPDS put in public domain and kept open for public inspection
- Periodic social audits of all the four schemes has to be conducted by state government or any authority, publicize the findings and take necessary action.
- Centre government to conduct social audit through independent authority.
- Setting up of vigilance committee at Panchayat, Block, District and State level.

Functions of Vigilance Committees under NFSA, 2013

- Regularly supervise the implementation of all schemes under this Act
- Inform the D.G.R.O, in writing, of any violation of the provisions of this Act
- Inform the D.G.R.O , in writing , of any malpractice or misappropriation of funds found by it.
- Advisory Committee formed under Odisha PDS Control Order 2016 are the vigilance committee

Provisions for advancing food security

- (1) **Revitalisation of Agriculture—**
 - agrarian reforms through measures for securing interests of small and marginal farmers;
 - increase in investments in agriculture, including research and development, extension services, micro and minor irrigation and power to increase productivity and production;
 - ensuring livelihood security to farmers by way of remunerative prices, access to inputs, credit, irrigation, power, crop insurance, etc.;
 - prohibiting unwarranted diversion of land and water from food production.
- (2) **Procurement, Storage and Movement related interventions—**
 - incentivising decentralised procurement including procurement of coarse grains;
 - geographical diversification of procurement operations;
 - augmentation of adequate decentralised modern and scientific storage;
 - giving top priority to movement of foodgrains and providing sufficient number of rakes for this purpose, including expanding the line capacity of railways to facilitate foodgrain movement from surplus to consuming regions.
- (3) **Others: Access to—**
 - safe and adequate drinking water and sanitation;
 - health care;
 - nutritional, health and education support to adolescent girls;
 - adequate pensions for senior citizens, persons with disability and single women

Thank You

Day:3
Session: 2
Duration: 2 hours

Right to Food Case, Right to Food Campaign

Objective of the session

- Introduce participants into the history of right to food case and campaign
- To orient participants on how campaign shaped public policy relating to food and nutrition in the country and enactment of NFSA.

Background of the Right to Food Case

- In 2001, 60 million tonnes were in the Food Corporation of India (FCI) godowns, whereas the buffer stocks required were 20 million tonnes. The Government had 40 million tonnes above the buffer stock and people were dying of starvation - such were the reports all over the country.
- In this context, PUCL filed a PIL in 2001 known as “**PUCL vs Union of India and others, Writ petition (Civil) 196 of 2001**” – popularly known as right to food case.
- The basic argument of the petition was that, since food is essential for survival, the right to food is an implication of the fundamental right to life enshrined in **Article 21** of the Indian Constitution. Primary responsibility to protect the citizens lives with govt.
- It is the responsibility of the state to provide minimum requirements to enable a person to live with human dignity such as education, health care, just and humane condition to work, protection against exploitation etc.

Starvation Deaths and Destitution

- Petition started with the plight of draught affected people and the starvation deaths were brought to the notice of the Supreme Court.
- Starvation deaths were recognized as the extreme manifestation of a much larger problem of wide spread hunger and under-nutrition.
- Prevention of hunger and starvation is the primary responsibilities of the Govt. whether Central and State.

Constitutional Provisions

- **Article 21:** Right to Life with human dignity – Fundamental Right “No person shall be deprived of his life or personal liberty except according to procedure established by law”
- **Article 39(a):** “The state shall ... direct its policy towards securing that the citizen, men and women equally, have the right to an adequate means of livelihood
- **Article 47:** “The state shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among the primary duties...”

Right to Life has been interpreted time and again by the Apex Court that life means Life with human dignity not mere survival or animal existence.

Role of State / Government

- **Obligation to respect:** A State cannot take any measures which may result in preventing the capacity of individuals or groups to provide food for them.
- **Obligation to protect:** A State must act to prevent third parties (individuals, groups, enterprises and other entities) from interfering or violating the right to food that people have.
- **Obligation to fulfill:** A State must create conditions allowing for the effective realization of the right to food, and provide food directly to individuals or groups who are not able to procure food on their own.

Important Court Orders

Converted the benefits of 8 food related schemes (TPDS, AAY, Arnnapurna, ICDS, MDM, Old Age Pension, NFBS, NMBS) into legal entitlements

Keyorders

- Full utilization of grain quotas – (17th September, 2001)
- Accountability to the Gram Sabhas - (8th May, 2002)
- Access to information - (8th May, 2002)
- Responsibility for compliance lies with the Chief Secretary of the concerned states – (29th Oct., 2002)
- Dissemination of court orders- (29th Oct., 2002)
- Starvation deaths would be taken as evidence that its orders have not been implemented further the Chief Secretaries may be responsible for incidents of starvation deaths. **(29.10.2002)**
- Schemes not to be discontinued – (27th April, 2004)

Public Distribution System (PDS)

- Accessibility of ration shops & regular supply of grain (23rd July, 2001, 8th May, 2002)
- Accountability of PDS Dealers (2nd May, 2003)
- Monitoring of the PDS (12th July, 2006)
- Permission to buy in installments (2nd May, 2003)
- Awareness Generation (2nd May, 2003)

Antodaya Anna Yojana (AAY)

- In 2001 Antodaya Cards are introduced as a sub-category of BPL cards
- However Supreme court has directed that Antodaya Card should not be restricted to BPL households only – so it's a separate card
- Ensure regular supply of grain to ration shops apply to AAY (23rd July, 2001)
- Free of cost or highly subsidised Price for AAY (28th November, 2001)
- AAY to be extended to destitute section of the population (29th October, 2002)
- Possession of BPL card is not necessary for inclusion in AAY – (20th April, 2004)
- Accelerate the AAY card to primitive tribes – (20th April, 2004)
- All households belonging to six "priority groups" would be entitled to get Antodaya Card – (2nd May, 2003)
- Aged, Infirm, disabled, destitute men and women, pregnant and lactating women, destitute women
- Widows & single women with no regular support
- Persons above 60 with no support and means of subsistence
- Household with a disabled adult
- Households where due to old age, lack of physical or mental fitness, social customs, need to care for a disabled or other reasons no adult is available for employment
- Primitive Tribes

Annapurna

- Prompt implementation of the program (28th Nov., 2001)
- Identify the beneficiaries and distribute the grain latest by 1.1.2002. (28th Nov., 2001)
- As with NOAPS, NFBS this scheme is not to be discontinued or restricted in any way without the permission of the Supreme court (27th April, 2004)

INTEGRATED CHILD DEVELOPMENT SERVICES

- Universalisation of ICDS (28th Nov., 2001)
- Full implementation of the programme and the center shall provide
- Child below 6yrs 300 cal. & 8-10 gms of protein
- Adolescent girl 500 cal. & 25 gms of protein
- Pregnant women and nursing mother 500 cal. & 20-25 gms of protein
- Malnourished child 600 cal. & 16-20 gms of protein
- Have a disbursement centre in every settlement
- All Anganwadi to be fully operational (7th October, 2004)
- All SC/ST habitation should have an anganwadi as early as possible (7th October, 2004)
- All slums should also be covered under this scheme (7th October, 2004)
- ICDS service should not be restricted to BPL families only (7th October, 2004)
- No use of contractors for supply of foods (7th October, 2004)
- Funds allotted should be sanctioned in time (7th October, 2004)
- All information on the website (7th October, 2004)
- Local SHGs, Mahila mandal should be encouraged to supply supplementary food. They can make purchase, prepare and supervise. (7th October, 2004)

Mid Day Meal (MDM)

- Timely compliance (20th April, 2004)
- No Charge for Meal (20th April, 2004)
- Priority to SC/ST cooks and helpers (20th April, 2004)
- Extension to summer vacations in draught-affected areas (20th April, 2004)
- Kitchen sheds (20th April, 2004)
- Quality improvement (20th April, 2004)
- Fair quality of grain (28th November, 2001)
- Extension to class 10 (20th April, 2004)

Pension

- Complete the identification of persons entitled and ensure that pensions are paid regularly (28th Nov., 2001)
- Payment should be made before 7th day of each month (28th Nov., 2001)
- The scheme must not be discontinued or restricted without the permission of the supreme court (27th April, 2004)
- Grant under “additional Central Assistance” should not be diverted for any other purposes (18th Nov., 2004)

National Family Benefit Scheme

- Prompt implementation of NFBS (28th Nov., 2001)
- Payment within 4 weeks through local Sarpanch (28th Nov., 2001)
- As with NOAP this scheme is not to be discontinued or restricted in any way without the permission of the Supreme Court (27th April, 2004)
- None of the benefits should be withdrawn from this scheme as a result of this order till further orders by any of the state govts. or union territories (18th Nov., 2004)

National Maternity Benefit Scheme

- Prompt implementation (28th Nov., 2001)
- The scheme must not be discontinued or restricted without the permission of the supreme court (27th April, 2004)
- The Supreme Court refused to allow the Govt. of India to phase out NMBS and provide maternity benefits under a new scheme Janani Surakshya Yojana (9th May 2005)

Right to Food Campaign

Inception of Right to Food Campaign

- The Right to Food Campaign began with the filing of right to food case where like minded individuals and groups came together for the realization of right to food in India.
- Foundation statement of the campaign
 - Every one has the fundamental right to free from hunger and under nutrition,
 - Primary responsibility of state / govt. is to ensure right to food/entitlements
 - Realising this right requires not only equitable, decentralised and sustainable food systems, but also entitlements relating to livelihood security such as the right to work, land reform and social security.

Major Campaign activities

- Organises civil society groups across various states for the realisation of right to food and effective implementation of orders under Right to Food Case and now Nation Food Security Act.
- Lobbying with the Parliamentarian, especially it did for the enactment of MGNREGA and NFSA
- Media advocacy for raising the issues of right to food in the country.
- Undertakes research, studies on status of right to food in the country
- Develops primers, tool for action, campaign materials for activists and researchers working on right to food
- Organises Conventions every alternate years bringing together different actors working on the right to food and related issues.

Structure of the campaign

- It is a decentralised network, which builds on local initiative and voluntary cooperation.
- All individuals and organizations involved with the campaign are part of General Council. Which is an open forum where everyone has equal rights to be heard and participate.
- It is managed by a steering group which provides direction to the campaign activities.
- Each state has State Convenors who are part of steering group
- One member of the steering group is designated as National Convenor
- Activities of the Campaign are coordinated by Campaign Secretariat based at Delhi.

Thank you

Day:-3
Session:-1
Duration: 3 hours

Social Accountability

Objective of the session

- To understand what is social accountability and its principles
- To know what these principles are.
- To understand the relevance of each principle to the process of social audit

What is Social Accountability?

- Social accountability is an obligation and responsibility on the part of the government to be answerable to the citizens for its actions. It can also be termed as downward accountability.
- Social accountability ensures the fulfillment of democratic and human rights principles.
- Understanding social Accountability helps in improving efficiency of different programmes

The Principles of Social Accountability

- Suchana (Information)
- Bhagidari (Involvement and participation of citizens)
- Karyawahi (Time bound action)
- Suraksha (Protection of Citizens)
- Sunani (Citizen's right to be heard)
- LokaManch (Collective Platform)
- Prasar (Report Dissemination)

1. Suchana (Information)

What is Information?
 What we need to know?
 Why do we need to know?

Access to information - All relevant information regarding social programmes and public institutions must be proactively displayed. It is mandatory to display such information. The information must also be accessible to all. The relevant information must be displayed at the appropriate level – such as Village, Sub-State, State and National level.

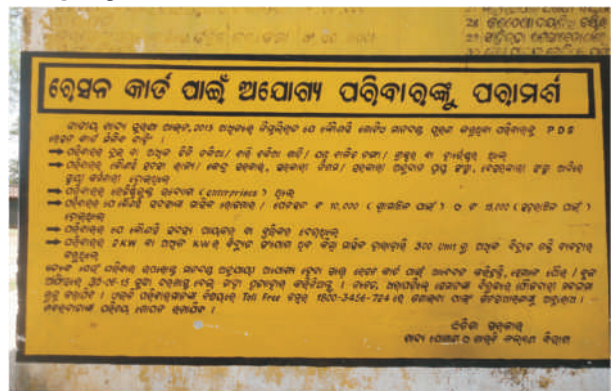
It is essential that information must-

- Information must include details of entitlements
- Everyone must be able to access information equally- rural/urban, literate/illiterate
- Information should be shared/available before being asked for
- Information shared must be up to date and must be shared in a format that is easy to understand
- Information must be shared at the village, block, state level- as per the need

Example of Suchana

PHC	BDO office	School	PDS Shop
<ul style="list-style-type: none"> • How many beds are there • What is the stock of medicine? • How many days in a week does the doctor/nurse come? • What is the rate list of medicines? • What time does the PHC open? • Are there specialist doctors available for women and children? 	<ul style="list-style-type: none"> • Office timings of BDO Office • What are the services that the BDO office provides? • What is the procedure by which I can ask for the services? • Whom should I contact in the BDO office for specific services? • When will my complaint be redressed? • How often is the BDO supposed to visit my village? 	<ul style="list-style-type: none"> • Whether sufficient teachers are appointed • Whether teachers are present • Whether mid day meal was served • What is the budget of the school • Whether adequate facilities like toilets, clean drinking water, textbooks etc are there 	<ul style="list-style-type: none"> • Timings of opening of FPS shop? • How do I know when the shop is going to open? • What is the price I need to pay for purchasing grain/kerosene? • What is my entitlement • What is the list of ration card holders?

Display of information: accessible to all



2. Bhagidari (Involvement and participation of citizens)

Involvement and participation of citizens in the process of decision making and arriving at a justifiable outcome - As far as possible, all decision making should create space for involvement all interested stakeholders. This is the best way of ensuring that decisions are fair. Committed efforts needs to be made to include certain marginalized groups in accessing, availing and learning about social welfare programmes.

Example of Bhagidari



3. Karyawahi (Time bound action)

The institution responsible for the inaction/lapses needs to take timely action after hearing from the public to rectify mistakes and make amends

4. Suraksha (Protection of Citizens)

Why do we need suraksha?
How can we ensure suraksha?

It is important to have a secure place for free and fair discussion during the Gram Sabha. Obtaining a secure place should be done through liaising with District Administration/Police.

5. Sunani (Citizen's right to be heard)

There should be a mechanism to address the grievances or difficulties faced by the citizens and to take suitable action. Citizens need to be well informed about the follow-up process

6. Lokmancha (Collective Platform)

Presence of collective platform will provide a safe and secure forum for free and fair discussion. The collective platform or Loka Manch can also be termed as Jana Sunani. It is important that the citizens come together to check corruption and ensure delivery of services and schemes where responsible authorities are made accountable for their action. For the same wall paintings and posters could be used to display information.

Example of Lokmancha



7. Prasar (Report Dissemination)

The findings of collective platform (Loka Mancha) should be accessible to the citizens. The reports needs to be shared widely after conducting the process. It is also necessary that community/ members of the collective platform are made aware of the follow up actions.

Thank You

Exercise – 1 (day 3)

(How to conduct session on Social Accountability)

Facilitator will begin the session by dividing the participants into six groups. The facilitator need to ensure that each groups to have at least 4 members. Each group will be given one topic to work upon. The topics for the group work are as follows:

- Group 1 : Anganwadi Center
- Group 2 : Primary Health Center
- Group 3 : School
- Group 4 : Block Office
- Group 5 : Fair Price Shop
- Group 6 : District Collector's office

The groups will be given following questions to discuss within their group and present. The following questions need to be discussed within each of the group during group work.

Question no1: What information's do they get from here?

Question no 2: What services does this institution give them?

Question no 3: what sue motto disclosure they do?

Question no 4: How the institutions involve people in its operation?

Each group will be given 15 minutes to discuss and write down the points in the chart paper. Each group will then be given 10 minutes to make their presentation followed by discussion on the presentation, 5 minutes after each presentation.

After the group work session, facilitator will sum up the discussion by making a presentation on social accountability. The facilitator will then discuss the following in the context of Social Audit and Social Accountability.

As we discuss the principles of social accountability, many steps in social audits will also become clear.

Exercise – 2 (Day 3)

(how to conduct session on National Food Security Act)

Facilitator will divide the participants in to 9 groups. The 13 chapters of NFSA 2013 will be divided among the 9 groups. The chapters will be divided among the groups as follows

Group 1: Chapter 1

Group 2: Chapter 2 and 3

Group 3: Chapter 4

Group 4: Chapter 5

Group 5: Chapter 6 and 7

Group 6: Chapter 8

Group 7: Chapter 9 and 10

Group 8: Chapter 11

Group 9: Chapter 12 and 13

The groups will then be given 30 minutes each to go through the chapters and prepare a presentation on key points from the chapter. Each group will be given 10 minutes to make the presentation followed by an open session of 3 minutes for discussions and clarifications. Once presentation by all 9 groups are over facilitator will run through a presentation on NFSA and clarify doubts and confusion of the participants.

Day:-4
Session:- 4
Duration:- 1 hour
Mid Day Meal

Objective of the session

- To introduce the participants into MDM, its history and systems
- To know about the committees under MDM, the fund flow and other important aspects.
- Participants will also learn about the grievance redressal mechanism under MDM.

Introduction

- Madras Municipal corporation introduced MDM for the first time in schools for the poor children in 1925.
- Kerala, Tamilnadu, Gujarat, Pondichery started MDM by 1985.
- MDM as part of National Programme of Nutrition to Primary Education started by Government of India on 15th August 1995.
- Changes made in the programme in 2004 and 2007.
- With direction from Supreme Court MDM was universalized from 2004 in all government and government aided schools.

Objective of the Scheme

- ✓ MDM aims at protecting children from classroom hunger.
- ✓ Promoting school attendance.
- ✓ Mid Day Meal with enhanced calorific energy content and increased quantity of proteins in food.
- ✓ Undermining caste prejudices and reducing gender gaps.

WEEKLY SCHEDULE OF MDM, Odisha

DAY	MDM (Class I-VIII)	Calorie Intake		Protein Intake	
		Primary	Up. Primary	Primary	Up. Primary
Monday	Bhata and Dalma	503.8	745.5	13.09	18.2
Tuesday	Bhata and Soya Badi Curry	470.8	719.5	14.09	25.12
Wednesday	Bhata and Egg Curry	506.3	721.0	14.29	18.3
Thursday	Bhata and Dalma	503.8	745.5	13.09	18.2
Friday	Bhata and Soya Badi Curry	470.8	719.5	14.09	25.12
Saturday	Bhata and Egg Curry	506.3	721.0	14.29	18.3
Total		493.63 (450 gm)	728.67 (700gms)	13.82 (12 gms)	20.5 (20 gms)
For Primary per Day ration cost is : Rs. 4.58/- and For Upper Primary it is : Rs. 6.83/- each. From 01.07.2016.					

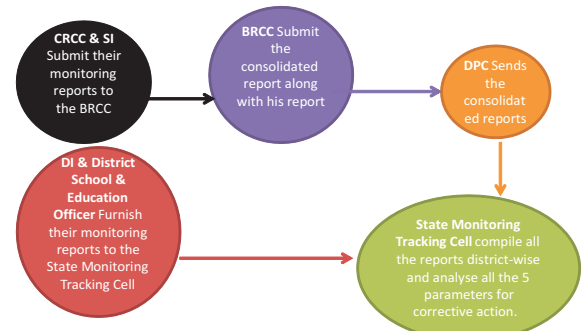
Regular monitoring of the programme

- The Mid-Day Meal Programme needs to be monitored especially on 5 parameters:
- Regularity in serving meals and adherence to weekly menu.
- Availability of food grain.
- Availability of cooking cost.
- Proper storage of food grain.
- Payment of honorarium to cook-cum-helper.

Supervision Plan

Sl.	Name of the Officials	Monthly Target
1	Cluster Resource Centre Coordinators (CRCC)	15
2	School Inspector (SI) of Schools	15
3	Block Resource Centre Coordinators (BRCC)	10
4	District Inspector (D.I) of Schools	05
5	District Project Coordinators (DPC)	05
6	District Education Officers (DEO)	05

Reporting structure



Role of School Management Committee

- ✓ Regularity in serving meals and adherence to weekly menu.
- ✓ Availability of cooking cost
- ✓ Availability of food grain
- ✓ Proper storage of food grain
- ✓ Non-discrimination against children of weaker sections.

Role of Teachers

- Ensure proper quality and quantity of food is being served to children as per the attendance on each day.(ii) Entitlements of children are displayed at a prominent wall in the school.
- Ensure that food is being cooked in a hygienic manner and children wash their hands before and after eating.
- Make sure no stray animals etc. are allowed in the school premises at any time.
- Ensure periodic health check-up of the cook-cum-helper is done.
- Should taste quality of food before it is served.

MDM:- “PANCHANIYAMA”

- Safe, Clean and hygienic Ambience.
- Safe, Nutritious and Hygienic cooking and Consumption.
- Hand wash before and after food.
- No gender / social discrimination.
- Safe drinking water.

Commissioner-cum-Secretary Smt. Usha Padhee, IAS :- Letter No- 745 on Dated 24-07-2013

Provision for Food Security Allowance as per Odisha MDM Rule 2016

- If the Mid-Day Meal is not provided in school on any school day due to non- availability of food grains, cooking cost, fuel or absence of cook-cum-helper or any other reason, the State Government shall pay food security allowance as defined in clause(d)of rule 2 of these rules to every child as referred to in rule 3 by 15th of the succeeding month in the manner provided herein below:-
- Quantity of Food grains as per entitlement of the child;
- Cooking cost as per the state norm;
- Food grains for the Food security allowance shall be handed over to the children or their parents between 10th and 15th of the succeeding month during the school recess hours;

FOOD SECURITY ALLOWANCE

- Cooking cost towards Food Security allowance shall be transferred to the account of the child/parents;
- The manner of fixing the responsibility for failure in providing Mid-Day Meal continuously for 3 days or at least 5 days in a month shall be as per the procedure laid down for disposal of grievances by the District Grievance Redressal Officer, State Food Commission or by the State Government.
- In pursuance of Section-44 of National Food Security Act, the State Government shall be liable for a claim by any person entitled under this rule, except in the case of War, Flood, Drought, Fire, Cyclone, and Earthquake affecting the regular supply of food grains or meals to such person under this rule.

In case of centralised Kitchen

- The Food Security Allowance shall be realized from the Centralised Kitchen Agency as per sub-rule (1).
- Provided that in case a child has not taken food on offer for whatever reasons no claim of food security allowance shall lie with the State Government or Centralised Kitchens.
- Provided further that no claim shall lie with State Government or Centralised Kitchen for reasons of quality of food grains and meal.
- Wherever an agency of the Central Government is involved, the State Government shall take up the matter with the Central government which shall resolve the matter within a month.

Letter No- 19598 on dated 26-09-16

Student Norms of Engagement Cook-Cum-Helper (CCH)

Sl.	Enrolment Slabs	No. of Cook-cum-Helpers allowed
1	1 to 25	1
2	26 to 100	2
3	For every another 100	One More

Mode of Engagement & Eligibility Criteria of CCH

Mode of Engagement

- ✓ The engagement shall be made by the School Managing Committees (SMC) at the school level.
- ✓ SMC is the appropriate authority for engagement of Cook + Cum-Helpers.
- ✓ However, it is advised that the SMC must pass a resolution having at least 2/3rd members present in the meeting duly attended by the concerned Block education Officer (BEO) or his representative.

Eligibility Criteria

- Citizen of India more than 18 years old and less than 60 years old.
- Should be medically fit and free from any contagious disease

Job profile of CCH

- To clean, wash and remove impurities if any from the raw material to be cooked and ensure cooking as per menu in hygienic manner and conditions.
- To serve the meals to the students at the designated hour in hygienic condition.
- To clean the kitchen and utensils and store the utensils in a hygienic condition.
- To ensure that the gas stove/cylinder has been properly switched off and the cylinder has been placed in the store taking all precautions to avoid any untoward incidents.
- To perform any other MDMS related miscellaneous job assigned by the SMC or in charge of the Scheme.
- To practise the Mid-Day Meal Quality Protocol issued vide SPMU letter no.745/d1d.24.07.2013 in letter and spirit with regard to personal health, hygiene, energy saving, safe and healthy cooking & serving.

Who will be given Priority for CCH

- Destitute woman from ST community
- Destitute woman from SC community
- Destitute woman from other community
- Poor unwed mother having no means of livelihood or support from family of ST community
- Poor unwed mother having no means of livelihood or support from family of SC community
- Poor unwed mother having no means of livelihood or support from family of other community
- Poor Divorcee or Desertee from ST community
- Poor Divorcee or Desertee from SC community
- Poor Divorcee or Desertee from other community

Disqualification Criteria

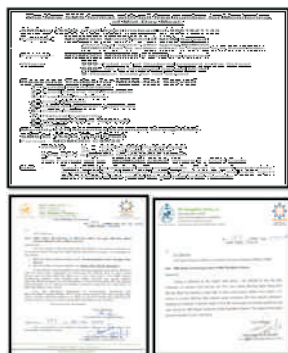
- A person above 60 years of age is not eligible and an existing Cook + Cum -Helper attaining the age of 60 shall cease to continue.
- A person suffering from chronic contagious disease or becoming immobile shall cease to continue as Cook + Cum -Helper. However, a Cook + Cum -Helper can avail maternity leave for 15 days each for maximum two issues which shall be considered leave with honorarium. SMC shall manage cooking by making alterative engagement and meet the cost out of MME or interest money.
- A family member or close relative of SMC president Member/ Local MP/ MLA/ Zilla Parishad Member/ Samiti Member/ Sarpanch shall be disqualified for engagement as Cook +Cum -Helper.
- A family member or close relative of a Govt. servant shall be disqualified for engagement as Cook + Cum -Helper.
- A person having criminal background or criminal cases pending against her shall be disqualified for engagement as Cook + Cum -Helper.

Mode of disengagement of CCH

If the performance of the selected person is not found satisfactory/ good, the SMC shall have power to remove the person. However against any arbitrary removal appeal shall lie to Block Education officer and review power with District Education Officer.

Use of Technology to strengthen MDM in Odisha

1. SMS based monitoring system of MDM Scheme. <http://www.mdmodishas.ms.nic.in/HomePage.html>
2. MDM mobile based application.
3. Toll free number & new format for SMS based monitoring system of MDM scheme.



Grievance Redresal Mechanism

- Any complaint relating to MDM this is the Toll Free No – 18003456722

Different level of Grievance Redresal Committee

Level	Redresal authority	Time period for taking Action	Remark
School Level Grievance Redresal Committee	SMC Convener or member level Secretary of School Management Committee(SMC)	Redress within fifteen days from the date of receipt of written representation from the teacher.	*No service matters, orders of suspension from service & penalties under disciplinary proceedings initiated by the Education Department or the School management Committee shall be taken up by the committee.
Block Level Grievance Redresal Committee	Block Development Officer- Chairperson, Block Education Officer - Convener or Member Secretary Senior Member of the Panchayat Samiti - Member	Redress the grievance within thirty days	*Complaints relating to harassment of women teachers shall be accorded priority & shall be redressed without delay in compliance with the guidelines issued by the Supreme Court on prevention of sexual harassments at work place.
District Level Grievance Redresal Committee	District Collector - Chairperson, Senior representatives from Zilla Parishad or Urban Local Body DPC, RTE-SSA –Member District Education Officer Convener or Member Secretary of the Committee	1. Redress the grievance within a period of three months. 2. District Level Grievance Redresal Committee shall meet as per the requirement but at least once in every three months.	*Management of schools referred to under sub-clause (iii) & (iv) of clause (n) of section 2 shall provide adequate mechanism for Redresal of grievances of teachers.
State Level Grievance Redresal Committee	Director, Elementary Education – Chairman Addl./ Joint Secretary to Govt S & ME Dept. Member, Grievance Redresal Officer - Member Convener	Redress the grievance within a period of ninety days. State Level Grievance Redresal Committee shall meet as per the requirement but at least once in every six months.	

Transparency

- ❖ The following information has been displayed in schools under MDM.
 - ✓ Quantity of food grains received, date of receipt.
 - ✓ Quantity of food grains utilized.
 - ✓ Other ingredients purchased; utilized
 - ✓ Number of children given Mid-day-Meal
 - ✓ Daily menu.
 - ✓ Members of Mothers Committee
 - ✓ Name of SHG implementing the MDM Programme with name of the President and Secretary of the SHG.

Day:-4
Session:-2
Duration:-1 hour

MAMATA

Objective of the session

- To introduce the participants on Maternity entitlement-Mamata
- To have deeper understanding of the documents that are maintained particular to these schemes.
- To have an understanding of the grievance redresal mechanisms under Mamata.

Introduction

To address the situation and alleviate the problem of maternal and infant under nutrition, Government of Odisha (Department of Women and Child Development) has envisaged a state-specific scheme for pregnant and lactating mothers called "MAMATA"- a conditional cash transfer maternity benefit scheme. The scheme will provide monetary support to the pregnant and lactating women which will enable them to seek improved nutrition and promote health seeking behaviour.

Target Beneficiaries and Coverage

- This scheme is operational in all the 304 projects from 28 districts of the State, excluding Bargarh and Sundergarh (IGMSY).
- Pregnant & Lactating women of 19 years of age and above for the first 2 live births, except all Government/Public Sector Undertakings (Central and State) employees and their wives will be covered.
- The first 2 live birth norms shall be relaxed for PVTGs as per the Government Order No WCD-ICDS-SCHM-0029-2015/1672/WCD dated 31.01.2015

Amount of Payment

- The beneficiary will receive a total incentive of Rs.5000 in two instalments, subject to the *fulfilment* of specific conditions.
- Payment will be made by e-transfer from the CDPO to the beneficiary account.
- 1st Instalment- 3000 - *during the third trimester of pregnancy*
- 2nd Instalment- 2000 - *after the infant completes ten months of age.*

Instalment & Conditionality: How, When and by Whom?

First Instalment Rs. 3000

Conditionality	Primary Responsibility to ensure service delivery	Means of Verification
Pregnancy registered at the AWC/Mini AWC.	AWW /ANM	MCP Card, Scheme & ICDS Register,
Received at least 2 antenatal check-up (ANC)	ANM	MCP Card & MCTS/RCHS
Received IFA tablets.	ANM	MCP Card & MCTS/RCHS
Received at least one TT vaccination (out of optimal 2).	ANM	MCP Card & MCTS/RCHS
Received at least one counselling session at the AWC/ Village Health and Nutrition Day (VHND)/Home Visit.	AWW / ANM	Scheme & ICDS Register

Second Instalment – Rs. 2000

Conditionality	Primary Responsibility to ensure service delivery	Means of Verification
Child birth is registered at AWC or HSC.	AWW / ANM	MCP Card, Scheme & ICDS Register,
Child has received BCG vaccination.	ANM	MCP Card, MCTS / RCHS
Child has received Pentavalent 1 & 2 & 3 vaccinations.	ANM	MCP Card, MCTS/RCHS
Child has received Polio 1 & 2 & 3 vaccinations.	ANM	MCP Card, MCTS/RCHS
Child has received Rotavirus 1 & 2 & 3 vaccinations.	ANM	MCP Card, MCTS/RCHS
Child has received Measles vaccine before attaining 1 year of age	ANM	MCP Card, MCTS/RCHS
Child has received Vitamin-A first dose before attaining 1 year of age	ANM	MCP Card, MCTS/RCHS
Mother has attended at least six Growth Monitoring and IYCF counselling sessions	AWW	MCP Card, ICDS Growth
Child has been exclusively breastfed for first six months	AWW	Self-certification on MCP Card
Child has been introduced to complementary food on completion of six	AWW	Self-certification on MCP Card
Child is being fed age-appropriate complementary feeding and continuing	AWW	Self-certification on MCP Card

Special Conditions

- ✓ If the beneficiary fulfils the conditions for the 1st instalment, but undergoes a miscarriage she may be given the 1st instalment upon producing proper documentation.
- ✓ If the beneficiary on her first delivery gives birth to live twins she can avail the benefit of the Scheme only once (since the wage loss and rest required would be only once).
- ✓ If the beneficiary has one child and then in second delivery gives birth to twins she can avail the benefit of the Scheme for the second time (even though there are now 3 children).
- ✓ If the beneficiary delivers twins, and only one child survives ten months after delivery, and all conditions has been fulfilled for the living child, she will be given the 2nd instalment

- ✓ If the beneficiary migrates permanently from the AWC where she registers and is not traceable even after six months after due date, the AWW to intimate the CDPO through the Supervisor. An enquiry to be conducted by the DPC (Mamata) on utilization of Health Services from the MCT System, and by ICDS Supervisor through discussion with community. Based on these two reports, the CDPO to take approval for closure of the pending cases.
- ✓ If the beneficiary has a still birth after receiving 1st instalment, she will be exited from the scheme. This is to be certified by the AWW & ANM based on records available.
- ✓ In case of infant death, she will be exited from the scheme without getting 2nd instalment further. This is to be certified by the AWW & ANM based on records available.

INCENTIVE TO THE AWW AND AWH

- The AWW will receive a cash incentive of Rs. 200 per beneficiary after all the due cash transfers to the beneficiary are completed. (including AWWs in mini AWCs).
- The AWH will receive a cash incentive of Rs.100 per beneficiary after all the due cash transfers to the beneficiary are completed.

Completion of due cash transfers to a beneficiary is when either of the following conditions are met.

- The beneficiary has received first and second instalments amounting to Rs. 5000.
- The beneficiary has had a still birth and has received the first instalment of Rs. 3000 only.
- The beneficiary has had a still birth and has received till the first instalment of Rs. 3000 only.
- The beneficiary has a child who has died within ten months of age and hence receives till the first instalment of Rs. 3000 only.
- Beneficiary has delivered twins, but only one child survives after ten months from delivery, fulfils all conditions for the living child, and has received both the instalments amounting Rs 5000.
- Beneficiary permanently migrates from the AWC where she is registered, is not traceable even after six months after due date, and approval for closure of the pending case is granted following the protocol defined in 2.6 (v).

Role of AWW

- Ensure timely registration and fulfillment of conditionalities by the pregnant woman
- Motivate the beneficiaries to fulfill the conditionalities
- Ensure along with health functionaries that the required supplies/ services for fulfilling conditionalities are available
- Maintain all records perfectly and submit reports timely
- Regular data triangulation with ANM
- Special care for pregnant women with disability through home visits
- Regular counseling of beneficiaries through VHND/ Home visit

Role of Supervisor

- Ensure timely submission of scheme report incase of AWW being absent.
- She shall countersign annexure-D & attach annexure-C before submitting the report
- Assist the CDPO to monitor the correct entry of the conditionalities in the MIS
- She shall check at least 20 cases sponsored by the AWW every month.
- Every month, she should do check the eligible beneficiaries and timely fund disbursement.

Role of Programme Assistant

- Ensure correct data entry of beneficiary database in mamata software (Old and new) within the dateline i.e. 10th of every month
- The PA shall do duly verification of beneficiary detail from Annexure-B and photocopy of MCP card and Bank passbook along with photograph
- He/ she shall prepare the list of beneficiaries who were due for mamata benefits and who have not fulfilled conditionalities even though they are due to get the benefits and share it to CDPO & supervisor.
- He/ She shall ensure the preparation of error free beneficiary file & transaction file in the MAMATA application at the project level.
- He/ She shall coordinate with the nodal bank and ensure that all transactions are made as per the procedure prescribed.

Role PA continue..

- In case of online banking in VISTAAR platform, he/ she shall keep printout of all approved beneficiary file and success transaction report in the Guard file system and the concerned CDPO shall verify the same every month.
- After online transaction , the reports need to be well documented and share the transaction status to AWWs through supervisors
- In case any payment has not been made by the bank, the list shall be immediately reviewed by the Programme Assistant and a report must be furnished by him/her to the CDPO & DPC by 15th of every month identifying the reasons for non payment and enabling the CDPOs/ DPCs to take corrective action.
- He / she has to collate the field visit report of supervisors and CDPO and send it to DPMU by 5th of every month.
- For any technical issue, DPC may be asked to coordinate with state.

Role of CDPO

- Ensure correct entry of beneficiary detail, bank detail correctly in software and after registration, take a print out and keep in guard file.
- She shall ensure correct entry of conditionalities from annexure-D & attach annexure-C and approve the same.
- Every month she will do the data triangulation with RCH portal and mamata software
- She shall check at least 20 cases sponsored by the AWW every month.
- Every month, she should do check the eligible beneficiaries and timely fund disbursement.

Monitoring and Supervision

Sl.	Category of official	Schedule
1	Supervisor	Randomly check 20 cases every month
2	CDPO	Randomly check 20 cases every month
3	DPC	Randomly check 50 cases every month
4	PO	Randomly check 20 cases every month
5	DSWO	Randomly check 20 cases every month
6	SPC	Randomly check 15 cases every month

Grievance Redressal

- ✓ Entitlements under the scheme, eligibility criteria and list of beneficiaries should be displayed at the AWC/Mini AWC level.
- ✓ The AWW must share the details of the beneficiaries who have received the benefits with the PRI members, GKS and the Jaanch committee members.
- ✓ Issues and grievances related to the Scheme should be discussed in the meeting of the Jaanch Committee. The Jaanch Committee President/Secretary must sign every month on the calendar displayed at the AWC.
- ✓ The Mothers committee should also be informed about the beneficiaries sponsored by the AWW/Mini AWW.
- ✓ The scheme should be an agenda point during the Gram Sabhas and Panchayat meetings.
- ✓ The block and GP level Womens" SHG federations should actively discuss this scheme and help generate awareness of this scheme among their members.

Thank you

Day- 4

Session- 1

Duration- 4 hours 15 minutes

Integrated Child Development Services

Evolution of ICDS

- Integrated Child Development Services (ICDS) in India is the world's largest integrated early childhood programme which started in 2nd October 1975.
- In Odisha ICDS was launched in 1975 at the Sabdega Block of Sundargarh District.

Objectives of ICDS

- ✓ Improve the nutritional and health status of children in the age-group 0-6 years;
- ✓ Lay the foundation for proper psychological, physical and social development of the child
- ✓ Reduce the incidence of mortality, morbidity a malnutrition
- ✓ Achieve effective coordination of policy and implementation amongst the various departments to promote child development
- ✓ Enhance the capability of the mother/care giver to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Services provided under ICDS

- Supplementary Nutrition
- Immunization
- Health check-ups
- Referral services
- Non-formal pre-school education and
- Nutrition and health education

ICDS Beneficiaries and Services

Services	Target Group	Services Provided by
Supplementary Nutrition	Children below 6 years and Pregnant Et Lactating Women	(AWW)
Immunization	Children below 6 years and Pregnant Women (PW)	ANM/MO
Health Check-up	Children below 6 years and Pregnant Et Lactating Women	ANM/MO/AWW
Referral Services	Children below 6 years and Pregnant Et Lactating Women	AWW/ANM/MO
Pre-School Education	Children 3-6 years	AWW
Nutrition & Health Education	Adolescent Girls & Women (15-45 years)	AWW/ANM/ASHA

Supplementary Nutrition Programme

Pregnant and lactating women, children 6 month to 6 years are provided supplementary food at the Anganwadi Center for 25 days a month. Take Home ration is provided to pregnant, lactating women and children 6 months to 3 years, hot cooked meal is provided to children of 3 to 6 years.

Immunization

Immunization of infants and children against six vaccine-preventable diseases protect children from - poliomyelitis, diphtheria, pertussis, tetanus, tuberculosis and measles. TT vaccine to pregnant woman twice before delivery.

Health Check up

- Ante-natal care of all pregnant women
- Post-natal care of nursing mothers and care of the new born and
- Care of children less than six years of age.
- Various health services provided to the children by the Anganwadi Worker include the following
 - Regular health check-ups, recording of weight, management of malnutrition, treatment of diarrhoea, de-worming and distribution of medicines particularly on Village Health & Nutrition Day

Referral Services

During health check-ups, home visits and growth monitoring, sick or malnourished children, at risk pregnant women and neonates in need of prompt medical attention are provided referral services through ICDS. Malnourished children are referred to Nutrition Rehabilitation centre.

Pre-school education

Children of 3 to 6 years are given pre school education through song, dance, story telling etc at the Anganwadi centre by the Anganwadi worker.

Health and Nutrition Education

Women in the age group of 15-45 years should be given information on their health, nutrition and developmental needs.

Take Home Ration

- Children (6 months to 3 years) and pregnant and lactating women given chhatua (dry ration) 2 pockets a month on (1st and 15th of every month) along with 2 egg per week.
- Chhatua packets have following colour coding
- Green colour - for pregnant and lactating mothers
- Sky blue colour - for 7 months to 3 years children
- Red colour - for severely malnourished children

Hot cook meal for pre school children

Day	Snacks	Menu for meal	Meal details
Monday & Thursday	Sprouted gram (20 grams with sugar)	Rice and Dalma	80 gm rice, 30 gm dal, 3 gm oil, 50 gm potato and vegetables and 20 gms of drum stick leaves
Tuesday	Chuda laddo (40 gm chuda with sugar/jaggery)	Rice and Soya chunk curry	80 gm rice, 25 gm soya chunk, 3 gm oil, 50 gm potato and vegetables
Wednesday, Friday and Saturday	Chuda laddo (40 gm chuda with sugar/jaggery)	Rice and egg curry	80 gm rice, 1 egg, 3 gm oil and 50 gms of potato and onion

Growth measurement of children

- Anganwadi worker is supposed to take weight of the children every month at the centre and maintain the growth chart accordingly.
- The growth of the child is observed basing on the growth chart and if growth of the child is not increasing as per the norm it needs to be given primary treatment.
- Growth measurement helps to ascertain the nutritional status of the child.

Growth monitoring

- Growth is regular increase in size or weight of any living thing. It's a regular and continuous process.
- Toddlers grow very fast and growth monitoring help to understand if the child is growing as per age.
- Growth is the most sensitive indicator of a child's health, normal growth occurs only if a child is healthy.
- Growth norm: till 2 months- 800 gms per month, 3rd and 4th month- 600 gms per month, 5th and 6th month- 400 gms per month, 7 months to 3 years- 200 gm per month, 3 to 5 years- 150 per months.

Types of Malnutrition

Underweight	Stunted	Wasted
Weight of the child not growing as per age	Child's height not growing as per age	Child's weight not growing as per height

Steps in growth monitoring

Equipments used for growth monitoring: weighing machine, weighing pants, MUAC tap, growth monitoring chart, MCP card

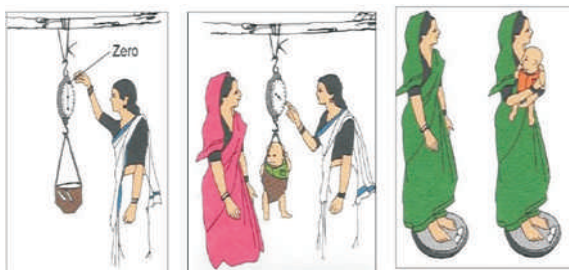
Growth monitoring

- Determine correct age of the child
- Accurate weighting of the child
- Plotting the weigh accurately in the growth chart of appropriate gender
- Interpreting the direction of the growth curve and recognising if the child is growing properly
- Discussing child's growth and follow up action needed with the mother

To know the correct age of the child:

- Date of birth certificate
- Mother and child Protection card
- Ask the mother
- AWW may be aware of the age of the child if she from her AWC

How to do growth measurement



Accurate weight measurement

- Hang the weighing machine properly so that it does not touch any door or wall of the room.
- The machine should be hang in a way that it is parallel to the eye level of the person weighing.
- Ensure zero in the machine after hanging the weighing pant
- Ensure that the child's feet doesn't touch the ground
- The child should wear light clothes
- Weighing should be taken before the child
- Take the weight when the child is silent and ensure presence of its mother or relatives so that the child does not cry during weighing.

Plotting the weight accurately on growth chart

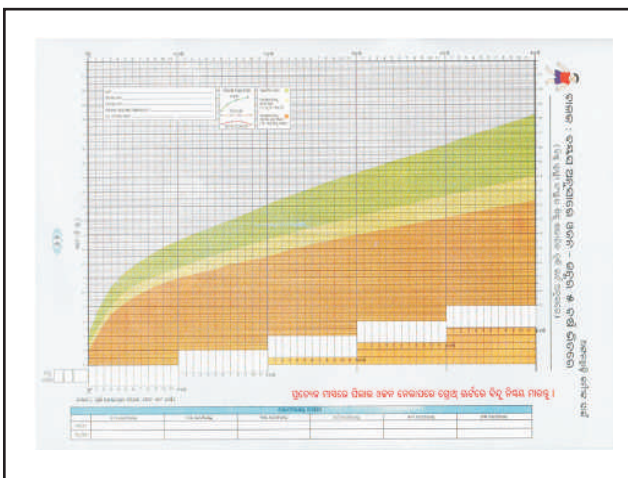
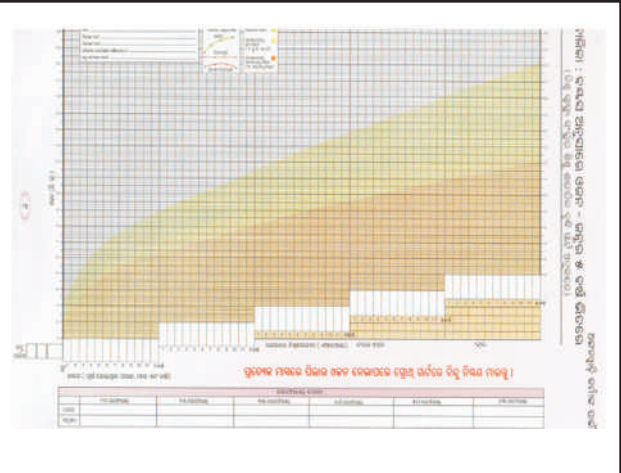
- Use gender specific growth chart for boys and girls
- Fill up required information in the growth chart before plotting.
- Locate the point on the growth chart basing on weight and age of the child
- Put a circle around the point on the growth chart
- Connect the growth point of the month with previous months point
- The line connecting both the growth point is called growth line.

Interpreting the direction of the growth curve

- If the growth curve is in the green zone of the chart then weight of the child is normal
- If the curve is going upward compared to x axis the child is growing
- If the growth curve is parallel to x axis child growth is stagnated and danger signal
- If is the curve is going down child is in danger and needs early medical attention.

Discussion with mother post growth monitoring

- Talk to the mother
- Ask her what she feeds the child and how she take cares of the child
- Basing on the discussion, identify the good practices of the mother and inform her about it .
- Advise the mother on the practices that needs correction
- Suggest the mother possible age specific food options so that she can feed the child accordingly.
- Encourage the mother to bring her child to the child every month for growth monitoring.



MUAC tap

- To identify the Severe acute Malnourished Children AWC have been provide with MUAC taps,
- MUAC- Mid Upper Arm Circumference
- MUAC tap has three color, orange portrays severely acute malnutrition, yellow is for acute malnutrition and green for normal nutrition level.

Day:-4
Session:-3

Duration:-1 hour 15 minutes

Targeted Public Distribution System

Objective of the session

- To introduce the participants on the entitlements of the TPDS
- To have deeper understanding of the documents that are maintained for TPDS.
- To have an understanding of the grievance redressal mechanisms under these schemes.

Background

- PDS is a network of 4.78 Lakhs Fair Price Shops (FPS) is perhaps the largest retail system of its type in the world.
- From 1951 public distribution of food grains has been engaged as deliberate social policy by India.
- One of the oldest food subsidy programmes in the Country.
- Introduced in 1939 during the 2nd world war of British Govt. to ensure food security, maintain price stability and check dishonest practices in private trade.

Cont..

- But the full structure for the PDS was formed in 1942. During 1992 revamped PDS was introduced and Targeted PDS was introduced during 1997.
- Antodaya Anna Yojana was introduced during 2000 as a part of PDS
- "PUCL" case has made PDS an entitlement since 28.11.2001
- On dated 5th of July, 2013 the Food Security Act enacted by the Parliament.

Coverage

India

The Act provides for coverage of upto 75% of the rural population and upto 50% of the urban population for receiving subsidized food grains under Targeted Public Distribution System (TPDS), thus covering about two-thirds of the total population at the national level.

Odisha

Government of India has fixed the ceiling on number of beneficiaries under NFSA at 82.17% of rural population and 55.77% of urban population for Odisha. Accordingly, the ceiling for TPDS beneficiaries of Odisha has been fixed at 326.41 lakh based on this formula.

Objectives

- Providing food grains and other essential commodities to the vulnerable sections of the society at a subsidised price rate.
- To put an indirect check on the open market price of various commodities.
- To attempt socialisation in the matter of distribution of essential commodities.
- PDS is an attempt to hunger eradication for the poor, who are nutritionally at risk level.

Revamped PDS

- Revamped PDS was introduced during 1992 in vulnerable geographical areas / blocks.
- Desert Development Programme, Draught Prone Area Programme, Integrated Tribal Development Programme and Designated Hill Areas / blocks
- 1752 blocks across India and 143 blocks in Orissa
- Criticised for urban bias, failure to serve BPL, limited coverage and lack of transparency and accountability

Targeted PDS

- Targeted PDS was introduced across the country during June 1997, with category of households – BPL and APL. BPL households were supported with highly subsidized commodities.
- Antodaya Anna Yojana focused on poorest of the poor
- With the right to food case PDS became an entitlement.

Beneficiary Identification mechanism: Odisha Government

Inclusion criteria

- Any household without shelter,
- Household with destitute who is living on alms,
- All households of Primitive Tribal Groups,
- Households having a widow pension holder,
- If not otherwise ineligible as per the nine exclusion criteria,
- A person with disabilities of 40% or more and any transgender person.

Exclusion criteria

- Any household with monthly income of more than Rs. 10,000 in rural areas and in excess of Rs. 15,000 in urban areas,
- Persons having four wheeler or two 3-wheelers,
- Business with TIN,
- Electric consumption of more than 300 units per month,
- Any State government or Central government employee,
- Persons having tractors,
- Power-tillers, fishing boats or other heavy vehicles,
- Persons having entrepreneurship, professional tax payers
- Households having pucca and fire proof house with 3 or more rooms(excepting Indira Awas/Biju Pucca ghar beneficiaries).

Current status of TPDS under NFSA



AAY Households		Priority Households (PHH)		Total	
Ration Cards	Beneficiaries	Ration Cards	Beneficiaries	Ration Cards	Beneficiaries
1053673	3770820	7564013	28566864	8617686	32337684

Food Grain Entitlement

Food Grain	PHH	AAY
RICE	5 Kg per person (@ Rs 1/- per Kg)	35 Kg. Per family (@ Rs 1/- per Kg)
Wheat		NA

Beneficiaries are given an option to select RICE or WHEAT during the time of issuance of ration card.

Distribution Avenues

- ⑩ Gram Panchayat
- ⑩ Self Help Group
- ⑩ Cooperative societies
- ⑩ Individual Private Dealer
- ⑩ Directly by the dept. / Mobile Shops

The govt. of Odisha is providing Rs 25,000 as seed money to each GP for smooth functioning of the FPS.

Acts and Orders

- Essential Commodities Act 1955
- TPDS Control Order 20015 by the Central Government
- Odisha PDS Control Order 2016

Role Responsibility of FPS Dealer

- (1) The licensees of the fair price shop shall be responsible to ensure that they:-
- (a) Receive Public Distribution System commodities from wholesalers as per the quota before the first day of the month to which the quota relates;
 - (b) Make available the whole allotment of essential commodities, after taking delivery, from the first day of the month;
 - (c) Be responsible for making all essential entries in ration cards;

Cont..

- (d) Sale the essential commodities to ration card holder or any other member having their name in the ration card;
- (e) Sale the essential commodities to the ration cardholders as per his/her entitlement strictly at the retail issue price fixed by the Government and personally conduct or supervise such transactions;
- (f) Return the ration card to the card holder after the transaction for which the card was produced to him/her is over;
- (g) Store and sale essential commodities only at the place specified in the license;

Cont..

- (h) Take adequate measures to ensure that the essential commodities are stored in proper scientific condition;
- (i) Inform the consumers tagged to him/her about the arrival of stocks at his/her center;
- (k) Obtain, in tally register, utilization certificate of members of Retailer Level Advisory Committee before subsequent issue of stocks;
- (l) Obtain prior written permission from the local Inspector of Supplies or authorized officer for closing the FPS in business hours;

Cont..

- (m) Display the following information on a notice board at a prominent place in the shop namely:
 - List of all ration cards attached to the Shop;
 - Entitlement of essential commodities;
 - Retail issue price of each of the essential commodities;
 - Scale of issue;
 - Timing of opening and closing of the Fair Price Shop;
 - Stocks of each of the essential commodities received during the month on daily basis.
 - Opening and closing stock of each of the essential commodities on daily basis; and
 - The authority for redressal of grievances/lodging complaints with respect to quality, quantity and price of essential commodities.

Cont..

- (n) Maintain updated records of ration card holders (PHH, Antodaya and Annapurna), Stock Register, Issue or Sale Register, Tally Register, Complaint Book and such other records as may be prescribed by the Government or the Licensing Authority;
- (o) Furnish copies of specified documents, namely, ration card register, stock register, sale register to the Gram Panchayat, Municipality, N.A.C./ and or Vigilance Committee/ Advisory Committees and to any other body authorized by the state Government for the purpose as and when so required by such authorities;
- (p) Produce books of accounts and records relating to allotment and distribution of essential commodities to the inspecting agency and furnishing such information as may be called for;

Cont..

- (q) Display samples of food grains being supplied through the Fair price shop;
- (r) keep the Fair Price Shop open throughout the month during the stipulated working days and business hours;
- (s) Provide the relevant extracts of the records maintained by him/her to the beneficiaries on payment of prescribed fees;
- (t) Permit the ration card holder to buy essential commodities in instalment as per his/her entitlement and also to allow them to lift the quota of the preceding month if the same could not be lifted by the consumer earlier;

Cont..

- (u) Keep certified Weights and Measures for distribution of essential commodities to consumers and get Weights and Measures renewed timely and keep verification certificate in the business premises;
- (v) ensure that agents and employees kept by him in charge of stock and / or sale of PDS commodities on his behalf comply with the terms and conditions of the license and the provisions of this Order; and
- (w) Intimate to the card holder, in writing, the reasons for denial or non-supply of quota.

(2) The licensee of the Fair Price Shop or his agents/ employees shall not, under any circumstances:—

- Deny the ration card holder the supply as per his/her entitlement of the essential commodities, if the commodity is in stock;
- Retain the ration cards with him/her after the transaction is over or obtain ration cards from consumers prior to such transaction;
- Make false entry in the ration cards or sale/stock / tally register or any other official record;

Cont.

- Engage in black marketing or diversion of essential commodities under Public Distribution System to the open market;
- Hand over or sublet such fair price shops to other unauthorized person/ organization;
- Close the ration shop during working hours without prior written permission of Inspector of Supplies or other officer authorized by the licensing authority;
- Keep the records relating to the Fair Price Shop at any place other than the licensed business premises?

Monitoring and Supervision

- State Food Commission
- Food Supplies & Consumer Welfare Dept. at the state level
- Orissa State Civil Supply Corporation Ltd. As the nodal agency for distribution of rice
- District collector at the district level
- Sub- Collector at the sub divisional level
- Advisory bodies:
 - DLAC
 - BLAC/TLAC
 - RLAC

Grievance Redressal Structure

- District collector responsible
- All complaints to be recorded and disposed off within seven days
- District Grievance Redressal Officer
- Toll free number: **1800-34567-607**
- State Food Commission

Exercise – 1 (day 4)
(how to conduct session on ICDS)

Question – 7

The facilitator will then make 7 groups with equal number of trainees with equal representation. S/he will then elaborate the detail activity to be done by each group. The facilitator will share that there are handouts on ICDS given to each participant (as part of handout compendium). Six groups must go through the handouts, discuss within the group and prepare their presentation. There will be 30 minutes for discussion and each group will get 10 minutes for presentation. The following is the groups and topics to be discussed as well as broad format for the presentation by the group. The facilitator must share this with the participants.

Group No.	Topics to be discussed
Group 1	Supplementary Nutrition, Take Home Ration
Group 2	Immunization
Group 3	Health Check up
Group 4	Referral
Group 5	Pre-School Education
Group 6	Nutrition and health education
Group 7	Matru Committee, Jaanch Committee

The format for presentation will be;

Sl. No	Services	Category of Right Holders	Components of Services	Registers maintained at AWC to keep the record

Group number seven will use the following format for presentation;

Name of the Committee	Formed at which Level	No. and details of the members	Roles and responsibilities

After each presentation, the facilitator must consolidate the points. While doing so, the facilitator can use the respective ICDS PPT (ICDS PPT slide no.....) if required. The facilitator will also add if something is missing in the presentations of the group and also encourage others to do so. Followed by this there will be practical discussion on MCP card (the card will be ready with the facilitators and will be shown practically). Similarly the MUAC test will be done by the facilitators in front of the participants practically. The facilitator will conclude this sub session.

Before moving to the next sub session of ICDS, the facilitator will do a quick energizer. Songs can also be done to keep the energy level high of the participants.

Before moving to the next sub session, the facilitator will briefly recap the learning of the previous session.

The facilitators will divide the team into 7 groups (each group will have 6-8 participants) and will do a quiz back to back. The objective of this is not only assessing the learning but also helping the participants to remember key provisions and procedures of ICDS. The facilitator will ask one question to the first group. In case of correct answer the second questions will be asked to the second group and accordingly rounds will be completed. In case of wrong answers, it will be an open question and any group can answer. Each group will get 20 seconds to answer a question. In order to make the session more interesting, the facilitator can introduce points for each correct answer.

The facilitator can use the following set of questions or add new questions from his/her experience to facilitate this session.

Question Set for the Quiz	
Questions	Answer
Supplementary Nutrition Programme	
1. What is the per head ration cost for Pregnant and lactating mothers? a) Rs. 5.00, b) Rs. 6.00, c) Rs.7.00, d) Rs.9.00	C
2. What is the per head ration cost for normal children under 3? a) Rs. 5.00, b) Rs. 6.00, c) Rs.7.00, d) Rs.9.00	B
3. What is the per head ration cost for severe and acutely malnourished children is given to be eaten at home? a) Rs. 5.00, b) Rs. 6.00, c) Rs.7.00, d) Rs.9.00	D
4. Which are the dates for distribution of THR in every month to the beneficiaries? a) 1 st & 17 th of every month, b) 1 st & 15 th of every month, c) 5 th & 15 th of every month, d) 5 th & 25 th of every month	B
5. For pregnant and lactating mothers which colour THR packet is meant? a) Sky Blue b) Red c) Yellow d) Green	C
6. For severely malnourished children which colour THR packet is meant? a) Sky Blue b) Red c) Yellow d) Green	B
7. Monthly procurement plan of THR for each ICDS project is prepared by whom? a) BDO, b) CDPO, c) Supervisor, d) AWW	B
8. What are the Hot Cooked Meals served to pre-school children on Monday as per the menu? a) Rice & Soya, b) Rice & Egg, c) Rice & Dalma, d) Rice & Dal	C
9. What are the Hot Cooked Meals served to pre-school children on Saturday as per the menu? a) Rice & Soya, b) Rice & Egg, c) Rice & Dalma, d) Rice & Dal	B

10. What are the Hot Cooked meals served to pre-school children on Tuesday as per the menu? a) Rice & Soya, b) Rice & Egg, c) Rice & Dalma, d) Rice & Dal	A
11. How many eggs a Pre-school child of ICDS will get per week? a) 2 b) 3 c) 8 d) 12	B
12. A child of 7 months to 3 years will get how many eggs per month? a) 2 b) 3 c) 8 d) 12	C
13. What morning snacks a child of pre-school is getting on Thursday? a) Sprout mung b) Chuda ladu c) Rashi Ladu d) Badam ladu	A
Pre-School	
14. What is the expected time for having Preschool Education? a) 2 Hours (120 mins.) b) ½ Hours (30 mins.) c) 1 Hour (60 mins.) d) 4 ½ Hours (270 mins.)	A
15. What is the full form of PSE Kit? a) Personal & Social Education, b) Public Service Employment, c) Pre- School Education, d) Psychological Stress Evaluator	C
16. Which is not the pre-school activity? a) Playing game b) Providing THR c) Singing song d) Drawing	B
17. What is age period for Pre-school child? a) 00 months -02 years b) 07 months -3 years c) 3 years -6 years d) 3 years -5 years	C
18. Pre-school activities will be done by which stake holder? a) Anganwadi helper b) ASHA Worker c) Anganwadi Worker d) ANM Worker	C

Immunisation	
19. These services are provided in coordination with which Department? a) Health b) Water & Sanitation c) Food Supplies & Consumer Welfare d) Women & Child Development	A
20. A child or pregnant mother does immunisation for how many killer diseases? a) 4 b) 6 c) 8 d) 12	B
21. Which vaccination the child of 9 months takes? a) DPT 2 & Polio 2 b) DPT 3 & Polio 3 c) Measles & Vitamin A d) DPT Booster & Polio Booster	D
22. In which week the pregnant mother takes first dose of TT? a) 9- 12 the week b) 12 -15 th week c) 16-20 th week d) 20-24 th week	C
23. In which week the pregnant mother takes second dose of TT? a) 9- 12 the week b) 12 -15 th week c) 16-20 th week d) 20-24 th week	D
24. What is the minimum time gap between first and second dose of TT? a) 1 month b) 2 month c) 3 month d) 4 month	A
25. Who are the contacts or responsible persons for Doing Immunisation at the respective AWC? a) ANM & Medical Officer(MO) b) ANM/Medical Officer(MO) /ASHA c) ANM/AWW d) ASHA/AWW	B
Nutrition and Health Education	
26. Who are the right holders to get the services of Nutrition & Health education? a) Pre-school children b) Children from 07 months -3 years c) 15 years -45 years all mothers d) Adolescent girls	C
27. What is the Objective of giving Nutrition & Health education? a) Creating awareness b) Distribution of THR c) Health Check-up d) Wight Measurement	A
28. Who are the contacts or responsible persons for Doing VHND at the respective AWC? a) ANM & Medical Officer(MO) b) ANM/Medical Officer(MO) /AWW c) ANM/AWW d) ASHA/AWW	B

Exercise – 2(day 4)

How to conduct session on MAMATA

The session can be started with an energizer. The facilitator will do a question-answer session based on the MAMATA Scheme. There will be minimum 20 questions asked on evolution of MAMATA, MAMATA in context of nutrition, Entitlements under MAMATA, & its Processes. The entire team will be divided in to 10 groups (Each group consisting of 5-6 members and participants will be from each category). Facilitators will be two in this process; one will ask questions and based on that other can be write the group's results (The mark for correct answer can be 10 and for negative reply it will be -5) on the white board simultaneously to make this process more interesting and competitive. This exercise will be done for assessing the knowledge of the participants. Give 1 minute of time after asking one question and even the question can be passing on to other groups if one group can't answer it.

Followed by that, the part of presentation which talks about the eligibility and conditionality, challenges faced by right holder in receiving the instalments on time can be done with a thorough discussion. The facilitator will then present the role & responsibilities of each stakeholders of MAMATA and finally will sum up the discussion by clarifying the doubts from participants and will add any points in case of any unaddressed issue related to the scheme/service by the group.

Question on MAMATA	
Questions	Answer
1. When MAMATA scheme started in Odisha?	October, 2011
2. When Revised MAMATA scheme started in Odisha?	2017
3. Who will get benefit from this scheme?	P & L mother more than 19 years 2 live births
4. For whom 2 live births rule is not applicable?	All PVTGs
5. In revised MAMATA guideline how much amount will be given in first installment and when?	Rs. 3000/- After completion of 6 months.
6. In revised MAMATA guideline how much amount will be given in 2 nd installment and when?	Rs. 2000/- After completion of 10 months to the child.
7. What is the medium of cash transfer in this scheme?	Bank, E- Transfer
8. When a pregnant mother should do registration under MAMATA?	3 months to 4 months
9. Which stakeholders are responsible to see the proper functioning of MAMATA?	CDPO, Program Assistant
10. How many MAMATA mothers can be randomly checked in a month CDPO?	20 numbers
11. How many MAMATA mothers can be randomly checked in a month by DPC?	50 numbers
12. What are the Objectives of MAMATA?	To reduce MMR & IMR
13. What is the full form of MCP & MCT?	Mother & Child Protection & Mother & Child Tracking

14. If a mother registered in AWC of in-laws house but given birth to child in parent's house and came back to in-laws house, then from where she will get her right?	At the place of registration
15. When the Maternity Benefit Act started?	1961
16. What is the full form of IGMSY ?	Indira Gandhi Matrutya Sahayog Yojana
17. Once a mother gets her entitlement, how much incentive the AWW will get?	Rs. 200/-
18. Under MAMATA yojana what are the departments convergent together, mention their name?	W&CD&MS and Health Deptt.
19. What is the other name of MAMATA?	VHND
20. Which are two districts where MAMATA is not there?	Baragarh, Sundargarh

Exercise -3

(how to conduct session on TPDS and MDM)

Question – 10

The facilitator will form 8 groups, 4 of which will work on TPDS and other 4 will work on Mid Day meal. The facilitator will briefly share about the objectives of both these schemes and may ask participants to refer to the handouts given (handout compendium). Facilitator will then request the respective groups to discuss their themes and come up with a presentation under the following broad heads.

- Entitlement
- Process
- Grievance redressal system
- Committee
- What documents the scheme has
- Role of PRI, community

Around 30 minutes will be given for discussion and preparing the presentation and 10 minutes to each group to share their understanding and reflections. The facilitator will consolidate the points and share that more discussion on these schemes will be carried out on the next day,

The facilitator will have the choice to facilitate this session, especially the TPDS one in a different way. Role play methods can be used for this purpose. The session can be done with a role play activity which will explain the different stake holders and their role & responsibilities under the TPDS from village level to state level. The role play will be done based on one case from the field for easy understanding of all level of participants. In-between the role play, facilitator can give background information based on the case as well as the different section of NFS Act, TPDS Control order, Constitution and Supreme court orders etc.

Based on the group activities/role play the trainer can quickly have a feedback session for the participants that what are the gaps they found during the process in terms of information, identification, Role & responsibilities, Transparency and accountability and rules and regulations of NFS/TPDS Control order etc.

Exercise on TPDS(cont)

The facilitator will also have the choice to facilitate this session in a different way, rather giving the detail presentation through PPT. As a detail group discussion was carried out on the previous day, the facilitator can do a question-answer session for each scheme for thirty minutes. If the facilitator chooses this way of facilitating the session, then following steps needs to be followed.

- Exchange the theme for the groups. For example the four groups which discussed TPDS on the previous day, will answer the MDM questions and the vice versa.
- The session will be facilitated like a quiz competition programme, where each group will get one question and for each correct answer there will be 10 points. There will be a negative marking of 10 points in case of wrong answers. In case the answer is wrong, it will go to the audience (other groups). The team will have the opportunity to pass on the question to the next group.
- After each question answered, the facilitator will briefly explain the provision.
- The facilitator may use following questions. S/he may prepare other questions too.

The facilitator will conclude the session after declaring the score and reflecting on the key provisions of both the schemes.

Questions on TPDS

Sl No	Questions	Answer
1	What is the entitlement for PHH card holders	5 KG food grain per person
2	What is the entitlement under AAY card	35 KG rice for the HH
3	What are the two auto inclusion criteria for TPDS	1. Any household without shelter, 2. Household with destitute who is living on alms
4	What are the two other auto inclusion criteria for TPDS (except the said once)	3. All households of Primitive Tribal Groups, 4. Households having a widow pension holder
5	What are the two other auto inclusion criteria for TPDS (except the said once)	1. If not otherwise ineligible as per the nine exclusion criteria, 2. A person with disabilities of 40% or more and any transgender person.
6	Name two things that must be displayed at the FPS centre	1. List of all ration cards attached to the Shop;
7	Name two things that must be displayed at the FPS centre (other than the said once)	2. Entitlement of essential commodities; 3. Retail issue price of each of the essential commodities;
8	Name two things that must be displayed at the FPS centre (other than the said once)	4. Scale of issue; 5. Timing of opening and closing of the Fair Price Shop; 6. Stocks of each of the essential commodities received during the month on daily basis. 7. Opening and closing stock of each of the essential commodities on daily basis; 8. The authority for redressal of grievances/lodging complaints with respect to quality, quantity and price of essential commodities.
9	Which are the fixed dates in the month on which FPS must be opened as per Odisha PDS control order	5 th , 6 th , 7 th & 21 st , 22 nd & 23 rd
10	PDS advisory committee formed at which level	Gram Panchayat
11	Who is the chairperson of PDS advisory committee at the Panchayat level	Sarpanch
12	Who is the chairperson of the PDS advisory committee at the block level	MLA
13	What is the toll free no. of GoO to lodge complains	1800 - 34567 - 607
14	Who is the grievance redressal authority at the district level	DGRO (PD-DRDA designated in Odisha)
15	Who is the grievance redressal authority at the state level	State Food Commission

Exercise on MDM (contd)

Questions on MDM

Sl No	Questions	Answer
1	What are the menu prescribed for Monday and Tuesday	Monday:- Rice & Dalma; Tuesday:- Rice & Soyabodi curry
2	What are the menu prescribed for Wednesday and Thursday	Wednesday:- Rice & Egg curry; Thursday:- Rice & Dalma
3	What are the menu prescribed for Friday and Saturday	Friday:- Rice & Soyabodi curry; Saturday:- Rice & Egg curry
4	What are the 2 key norms (2 panchniyams) of MDM	1. Safe, Clean and hygienic Ambience. 2. Safe, Nutritious and Hygienic cooking and Consumption. 3. Hand wash before and after food. 4. No gender / social discrimination. 5. Safe drinking water.
5	What are the 3 other key norms of MDM (3 panchniyams)	
6	How many cook cum helpers need to be appointed in case of enrolment between 1 to 25	One
7	How many cook cum helpers need to be appointed in case of enrolment between 26 to 100	Two
8	Which section of NFSA talks about MDM	Section 5 (1) b
9	In which situation state is liable to provide mid day meal during summer vacation	Areas where drought is declared
10	What is the toll free number given by state government for grievance filing	18003456722

Day:-5

Session:-2

Duration:-2 hours

Introduction to Social Audit

Objective of the session

- To introduce the concept and background of social audit
- To develop an in-depth understanding on the steps of social audit and how to do it.

Social Audit :Why?

Every king must devise ways to know about the needs, problems, expectations, aspirations and worries of their people.

If they do not do this they need to be worried for themselves

Kautilya

The Basic principle

Social audit is the process of verification by the society to know about the gaps in process, quality quantity and utility of the scheme being implemented for them against the laws, provisions and processes laid down by the system and to analyze and review it publically and improve its implementation.

Main components

- Identification
- Training
- Preparation
- Verification
- Report preparation
- Validation
- Action
- Follow up (at project\SPREAD level)

Legal provisions

- Section 28(1) of the NFSA implies mandatory provisions of social audit of all the schemes under by Gram Sabha twice a year. 28(2) by an independent agency or any agency having experience of SA may do it.
- Section 29(1) for transparency and proper functioning of PDS every state shall set up vigilance committee as specified in 2001.
- As 2016 control order (march) 30 point under chapter VII advisory committees at different levels to oversee supply and distribution of PDS materials, collector shall review the matter once a month...grievance redressal toll free number..

Audit of Scheme Rules 2011: Major features

- Independent institution
- Hundred percent verification
- Audit through Village level facilitators not from same Panchayat
- Gram Sabha validation
- Timely action
- Report to be sent to C&AG
- Report to be part of annual report to be placed in Legislative assembly

Non Negotiable

- Documents to be made available 15 days before audit
- Presence of implementing agencies in Gramsabha and Panchayat Hearing
- Timely redressals of the issues
- Action Taken reports within timeframe

Steps of social audit -1: Identification

- Identification of resource persons
- From the nearby village
- From beneficiaries
- From CBOs\CSOs\BNV\others

Step-2: Preparation

- Calendar Notification
- Entry Conferences
- VRP/VSA/SS selection and training
- Awareness generation
- Availability of documents
 - Field kit
 - Social map of the village
 - All formats and forms
 - MUAC tape
 - In the village, notice to the Gramsabha

Step -3: Verification

- Physical (in case of ICDS, measuring MUAC, Growth monitoring, checking and weighing)
- Oral (door to door)
- Document
- Focus group discussion

Step -4: Report generation

- Specific reports, issue wise with evidences, with testimonies

Step-5: Validation

- Validation by Gramsabha chaired by GP president in the presence of observers notified by DPC with recommendations MIS entry

Step-6: Public hearing (Block level)

- At appropriate level in the presence of DPC or his representative
- Gramsabha wise presentation with testimonies
- Appropriate action of warning, course correction, recovery, departmental enquiry ,show causes, imposing fine as per section taken under NFSA section 33 , chapter 13....

Step-7: Action taken

- Action taken reports to be made public,
- Displayed at GP office and mandatorily presented in the next social audit Gramsabha

Role of Social Audit Unit

- To notify calendar
- To select and train Samiksyas
- To facilitate in verification process
- To track action taken on findings

Roles stake holders: Gram Panchayat

- To make available all the documents 15 days prior to the team
- To cooperate in verification process
- To call special social audit Gramsabha
- To respond to the issues raised in the Reports in Gramsabha

Role stake holders: Gramsabha

- To validate social audit findings by team
- To provide testimonies and evidences
- To recommend actions

Benefits of Social Audit

- Implementing Agency
 - They would know about the ground realities of the implementation of the scheme to take proper and timely action and recommend policy and procedural corrections
- Right holders
 - Awareness about entitlements
 - Improvement in implementation
 - Ownership about the scheme

Process benefit

- Check in corruption
- Updating of documents
- Sensitization of Panchayats and Implementing agencies
- Strengthening of democratic processes and institutions
- Setting up value of Transparency and accountability

Exercise – 1 (day 5)

How to conduct session on Social Audit Steps

Question 12

Groups vis-a-vis steps to be discussed:-

Group Number	Social Audit steps to be discussed
Group 1	Identification
Group 2	Training
Group 3	Preparation
Group 4	Verification
Group 5	Report Preparation
Group 6	Validation
Group 7	Action
Group 8	Follow up

Each group will discuss the steps for 15 minutes and present their understandings one after one. After the group presentation, the facilitator will consolidate the learning and run through the PPT, discussing the detail steps. The facilitator will also clarify the doubts of the participants if any and conclude the session.

Exercise – 3 (day 5)

How to conduct the exercise on cross verification

(exchange groups and ask them to use the chits kept in a place to see how documents will be needed for that particular theme.

The facilitator will ensure the participation of all other groups while one group is presenting. It must be done through a discussion mode rather simple presentation mode

List of possible Findings to be written in the chart paper:-

Group	Themes	Possible findings
Group 1	Immunization	<ol style="list-style-type: none"> 1. Incomplete immunization 2. In last 4 weeks immunization day is not being organized at AWC
Group 2	Preschool Education	<ol style="list-style-type: none"> 1. In last 3 months, preschool education is not held at the AWC 2. Playing and learning kit is not available at the centre
Group 3	Health Services (ANC & PNC)	<ol style="list-style-type: none"> 1. VHND not done in a regular basis and incomplete ANC 2. Post Natal counselling not done in last six months
Group 4	Public Distribution System	<ol style="list-style-type: none"> 1. Food grains of two months given at a time in last six month 2. There are 5 families who have not received food grains in last six months

Group 5	Mid Day Meals	<ol style="list-style-type: none"> MDM is not served in last one month Eggs are given once in a week
Group 6	MAMATA	<ol style="list-style-type: none"> Registered MAMATA beneficiary didn't receive any instalment
Group 7	ICDS Services (SNP & Referral)	<ol style="list-style-type: none"> THR beneficiaries have not received chhatua packets since last three months 1 egg is served to children in a week at the centre A child has been in SAM category in last five months but not referred

Names of registers to be written in small piece of paper:-

Name of the registers/Documents
Immunization & VHND register, MCP card, immunization register with ANM
Preschool education attendance register, physical verification,
Home visit register
Ration distribution book, ration stock register, AAY/PHH register
MDM stock register, bank passbook, attendance register, MDM register
Mamata register, Pregnancy and delivery register, Bank passbook
SNP stock and distribution register, AWC bank passbook, referral register, Weight records of children register, Growth monitoring chart

Exercise – 4

(how to introduce reporting format with case study)

After that, the facilitator will provide each group with a case study and groups will be given 30 minutes each. During the stipulated time period, the group using the reporting format would note down the issues coming from the case study, then main findings for the issue, then means of verification for the particular issue along with the documents to be verified during social audit process for the issue. All the groups will then be given 7 minutes each to present the same. After each presentation the floor will be open for questions and clarifications for 5 minutes. Facilitator will then sum up the discussion and clear the doubts and confusion on the same. The facilitator will make it clear that the discussed reporting format would be used for report the findings of the actual social audit process from the ground.

The facilitator will then introduce the format for writing the proceedings of the Gram Sabha/ Public hearing in the Gram Panchayat register. The proceedings needs to written in the Gram Panchayat's Gram Sabha register. In case of non availability of the register with the Panchayat, the social audit team will get one register for the purpose and get it certified by the PEO of the Panchayat. While certifying the register nos of pages need to be mentioned in the register.

Reporting Format

Issue	Main findings	Means of verification	Gramsabha Recommendation

Day:-6
Session:-2
Duration:-1 hour

Facilitating Gramsabha

Objective of the session

- To develop skill to facilitate Gramsabha
- To develop understanding how the community or Panchayat is dynamic
- To build understanding the need for Gramsabha on social audit
- To make them understand the possible challenges.

Check list for Palli Sabha/ Gramsabha

- Notification by appropriate authority
- Information to GPs, functionaries under NFSA i.e CDPO, BEO, BDO, MI, AWW, Supervisors, Anganwadi helper Teachers, CCH, Jogan Sahayaks, etc
- Information to villagers about the place and time of Gramsabha
- Report with evidences
- Mobilization for Testimonials
- Logistic arrangements for Pallisabha/ Gramsabha

Responsibility of Samikshya Sathis

- Mobilization for Gramsabha/ Pallisabha esp. for women right holders
- Report presentation
- Crowd management
- Testimonials listing
- Document preparation
- Minutes writing
- Sitting arrangements

Conducting Pally sabha/Gramsabha

- Songs and slogans
- Welcome speech
- Selection of Chairperson
- Social audit Why and How?
- NFSA entitlements in brief for all four entitlements
- Report presentation ,Theme wise with testimonies
- Validation and recommendation by Gram Sabha
- Comments by Chairperson
- Vote of Thanks

Thank You

Day:-6
Session:- 3
Duration:- 1 hour
**Do's and Don'ts in the
Process of social audit**

Do's

- Rapport Building with Panchayats
- Cordial behavior with functionaries of MDM, ICDS, TPDS and MAMATA
- Verification of various records relating to MDM, ICDS, TPDS and MAMATA
- Explain entitlements before questions to the right holders
- Record statements in writing, motivate them to give testimonies
- Be specific while writing report
- Visit hard to reach areas and vulnerable families
- Be polite while presenting reports, present good initiatives first.
- End with optimism.
- Build suitable environment for effective implementation of NFSA in future

Don't's

- Do not be judgmental and pass orders
- Do not get into unnecessary arguments and conflicts, it will divert attention and affect your work
- Do not throw volley of questions to the right holders at a time
- Do not take unnecessary help and support from Implementing agency or PRI functionaries
- Do not Consume alcohol or get involved in any malpractices
- Do not be in a hurry while talking to villagers

Thank you

Day:- 6
Session:-3
Duration:- 3 hours

Verification & Evidence building

Objective of the session

- To orient the participants on the different formats during the social audit verification.
- To bring clarity among the participants on information collection process through discussion and mock role play and group work.

Types of Evidence

- **Physical** – photos, videos, maps, charts and pictures presentations
- **Oral Evidence** – during door-to-door verification interaction and responses are considered oral evidence
- **Documentary** - Documents like muster-rolls, bills, technical and administrative sanctions etc are used as documentary evidence
- **Analytical** – This kind of evidence is drawn from various reports that are available. It could mean collating data from various sources and forming trends

Evidence in Social Audits should be collected on the basis of

- Competence of evidence (reliability on evidence gathering process and evidence itself)
- Relevance of evidence (relationship with the issue)
- Sufficiency of evidence (enough evidence to conclude and validate a point)

Verification

- It is a process
- Raising issues through complaints
- Visiting homes by the audit team
- Examining documents
- Part of social audit report making
- Participate in social audit Gramsabha for validation

Process of Verification

- Document verification (registers, records, receipts, vouchers etc)
- Focus Group Discussion
- Physical verifications of institutions i.e AWC, Schools, Fair Price Shop etc.
- Door to door visit

Thank You

Exercise – 1 (day 6)

Gramsabha

(facilitating gramsabha, do’s n don'ts)

The following format can be used while maintain the proceeding of the public hearing/gramsabha in the social audit register to be kept at the GP office (must be certified by the PEO)

Date:		
Name of the Gramsabha:		
Introduction: (A brief description on the gramsabha proceedings)		
Sl.	Issues	Recommendation/Actions by Gramsabha
Name of the President of the Gramsabha: Name & signature		
Name and Designation of the Persons from Depts. : Names & signatures		
Names of the Independent Observer: Names & signatures		
Name and signature of all the participants/ gramsabha members in the register		
Name of the auditors: Names & signatures (To be there in last page of the report)		

Description of the design:

Facilitator will then request the participant to volunteer for a mock Gramsabha/Public hearing. 15 members would be then taken for the mock drill. Among the volunteer different roles i.e social auditors, Sarpanch, ICDS worker, Jogan Sahayak etc will be assigned to different person. The group will be given 10 minutes to prepare for the process. Then the facilitator, ask the Group to sit at a elevated platform or in a middle of the other participants forming a concentric circle so that everybody gets to see and learn from the mock drill.

After wards, the group involves other remaining participants to again recreate and mock public hearing/gram sabha, where remaining participants act as people from village raising various issues relating to the schemes under NFSA which they have had experienced earlier from their field visits. The group again discusses among themselves and presents a list of roles and responsibilities of the group members like the Sarpanch, Beneficiaries/right holders, social audit team, Govt officials, Rapporteur etc. Then the facilitator will then have to explain all the relevant techniques of environment building for conducting the Social Audit by the using of the required IEC materials. The group then gets to sit in the prescribed position for carrying out the public hearing and the mock drill progresses as per the agenda. Going by the agenda, during the Public hearing begins with a welcome song, following by the selection of president who will preside over the public hearing and then with introduction of the social audit team and other, the presentation of the report (with issues and evidences). The final verification takes place during the gram sabha/ public hearing when the social auditor reads the report in public and confirms the evidence. Basing on the presentation of the report, response and recommendations/actions from the service providers and Govt. officials were then noted down (on the earlier discussed format) on the social audit register that is availed from the GP office after being certified by the PEO. And the resolution

was then finally read out to all and upon agreement/consent from all; signatures were taken on the register.

The facilitator will then make a presentation on the social audit processes which elaborate the process of conducting a public hearing/ Gram Sabha.

The facilitator will ask the participants to share their experiences them being part of a public hearing earlier. Then group will also discuss on the dos and don'ts of the entire process and the discussion will be summarized by the facilitator taking the points emerged from the discussion. It will include the mobilization prior to hearing day, stage arrangements, facilitation strategies, meeting management etc. The participants will then discuss on the roles of social auditors (members of social audit team) during Public hearing process. The facilitator will then sum up the discussion while focusing on necessary aspects that social auditors need to keep in mind during the public hearing/gram sabha processes. The participants will be asked to share the major challenges they faced in organizing the public hearing/ gram sabha. The facilitator will then make a short presentation on the concept of public hearing and dos' & don'ts.

The facilitator will then explain the agenda setting along with the sitting arrangements. Further the facilitator will also discuss in detail the Dos' & Don'ts for the Gram sabha/ Public hearing by using the PPTs. The possible agenda for a public hearing is as follows;

AGENDA

ACTIVITIES	TIME (minutes)
Welcome	5
Identify and select President, to preside over the Public hearing/Gramsabha	10
Request the Govt. Officials to join dais	5
Brief Discussion on Schemes under NFSA and entitlements from Social Audit (SA) Team	20
Theme Related Song, followed by slogans	10
Introduction of the SA team & Rapporteurs	10
Presenting of the SA Report in the Gramsabha/Public hearing and also writing the recommendations given by the Gramsabha	210
Reading out the SA Register resolution and take consenting signatures from all the participants	20
Thanks giving followed by slogans/songs	10

Possible DOS' & DON'TS during the SOCIAL AUDIT process

DOS'	DON'TS
<ul style="list-style-type: none"> • SA team work delegation • Proper collection of all the required information/records on time • Give respect to people • Rapport building • Awareness among the people • Carefully choose a place for organizing Gram sabha/public hearing • Inform people on date/time and place of the public hearing well in advance • Reach out to farthest of the villages (tag villages) • SA team to get a notice from Sarpanch/GP office for organizing gram sabha or public hearing • FGD and meetings are to be arranged as per the convenience of the people • SA Team members to talk slowly and clearly • SA Team members have to be polite and firm while interacting • SA team members must control their emotions • Accept other issues /problems beyond NFSA which then will be the responsibilities of the BCs & DCs to deliver the grievance at proper Govt. forums for redressal 	<ul style="list-style-type: none"> • Don't accuse anyone or be judgemental • Don't put the Govt officials to initiate the discussion prior presentation of the report • Don't be careless with the documents that is collected from the beneficiaries/right holders or service providers • Don't forget to take permission from the right holders prior collecting testimonies or taking their photos or videos • Don't take any undue favours or have any food or drinks from the service providers or people of the village while talking • Don't give any false hopes • Don't leak or share the outcome and information to anyone prior Gram sabha or public hearing





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