

Community Mobilization

We have defined community mobilization as a process whereby a group of people have transcended their differences to meet on equal terms in order to facilitate a participatory decision-making process. In other words it can be viewed as a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to participate in decisions that affect their lives. After implementation of RTE Act, 2009 it becomes a statutory power.

Major Areas of Interventions in SSA

- a. Community ownership of school base interventions through effective decentralization.
- b. Community based monitoring with full transparency in all aspects of implementation.
- c. Community based approach to planning with habitation as a unit of planning.
- d. Community participation in formation of SMC.
 1. Education of out of school children (EGS/AIE).
 2. Quality Improvement.
 3. Special Focus Groups.
 4. Research & Education.
 5. Management Structure & Institutional Capacity Building.
 6. Community Mobilization.
 7. Civil Works.
 8. Monitoring of MIS.
 9. Financial Management & Procurement.
 10. Social Audit, its importance and growth of overall development of school children.

Community Based Monitoring: in specific issues like enrolment, retention, education of girl's child and other disadvantaged groups, utilization of various grants and construction is important to ensure attainment of the programme objective.

Training Modules developed and used in community Training:



N.P.Pry School No-1 Netaji Nagar



N.P. Co-Ed Sr. Sec. School
Havloc Square New Delhi

SKV Pandara Road



Sl. No.	Title of the module	Purpose	Contents abstracts
1	Curriculum for Community Leader Training	For use of DURCCs & CRCCs in training	<ol style="list-style-type: none"> 1. Curriculum for CLT 2. Write-up on Community Mobilization 3. Guidelines for CLT 4. List of RPCs for CLT 5. Feedback Proforma of CLT 6. Profile proforma of CLT 7. Success stories of CLTs

All the interventions of SSA are being monitored by SMCs members under community mobilization programme. Proforma regarding all interventions have been prepared and are being filled up by community leaders. Officers from social welfare, child labour department, women and child welfare department, election commission, food and supply office, health department etc. are invited in community leaders training. SCERT, Department of Education of Delhi including DoE, MCD, NDMC, DCB also participate in the CLT meeting at CRCC level.

Reduction in dropouts:- Online attendance & improvement in quality of teachers training has reduced the drop out in schools . SMCs members regularly visit the school to check truancy in the schools. SMCs meetings are regular feature of all types of school in Delhi i.e. DoE schools, MCD schools, NDMC, DCB schools, schools, Aided schools & Recognized schools.

Following activities are conducted to achieve this goal:-

- Enrolment drive/ Dhikla Abhiyan
- Children fair
- Celebration of Community festivals.
- Celebration of festivals in EGS/AIE & Schools involving community.
- Cultural Programmes.
- Medical checkup campaigns with the help of Govt. & NGOs.
- Showing of Movies through Public Relation Department of Districts.
- Community Mobilization programme regarding retention of child.
- Campaign to mobilize Special Focus Groups like SC/ST/OBC/Tribals, girls child.
- Meena campaign.
- Kishore Mela
- Prabhat Pheris
- Slogan Competitions
- Local Sports Competition
- Essay Writing Competition
- Chitra Kala Competitions
- Success Story telling issues on drop out, retention & enrollment.
- Success stories on Community Mobilization.
- Community Mobilization sanitation on days like 2nd October.

- Celebration of National Day like Independence Day, Republic Day (26th January).
- Community Mobilization for value building.
- Community Mobilization regarding local problems of the community.
- Conducting regular meetings of SMCs members in schools.

Awareness Campaigns:- Under the CM programme of the State awareness campaigns are arranged at CRC level and DURC level regarding following aspects:-

i. Awareness regarding crackers **ii.** Programme on Polio Drops to children **iii.** Awareness against Child labour **iv.** No use of plastic bags. **v.** Awareness for better Environment **vi.** Planting more trees **vii.** Awareness of Right to information **viii.** Conservation of Electricity **ix.** Conservation of Water **x.** Conservation of Rain Water Harvesting **xi.** Disaster Management **xii.** Awareness about RTE

Sammelen:- Sammelen of Head of Schools and Community leaders are held by DURCCs and CRCCs in all the nine Districts regarding Awareness of SSA interventions, Dakhila Abhiyan, Child Labour, issue of Street Children, Quality Monitoring Formats, Facilities to Sr. Citizens by Delhi Govt., Ladli Scheme, Facility provided to special focus group by the State, Right to information YUVA life skill and on conservation of Water and electricity.

Mela:- CRCC motivate members of the VKS and PTA to attend Annual Day Functions of Schools to which they are attached. Community members also visit Science Fairs at Schools, Zone, District level. Dakhila Mela are organized in all MCD Schools in which CRCC and Community members also participate.

Summer Camps:- Summer camps are arranged by SSA for out of School children in MCD schools with the help of community. Identification of out of school children is made by VKS & PTA members of the schools with the help of CRCCs and all over Delhi in MCD Schools summer camps are organized by the Head of the schools. The teachers of the schools give extra time for these students. After attending these classes the out of school children are admitted in formal schools of MCD.

Orientation Programme of Traditional Members:- While selecting VKS & PTA members to be trained during the First Phase of Training of Community members priority was given to old members who attended the CLT in 2008-09. Some of them were very enthusiastic regarding teaching the out of school children voluntarily. They were also oriented on

monitoring all interventions of SSA under going in School and out of schools. They were also oriented on Ladli Scheme and on various facilities provided by various department of Delhi Govt. for Children and Sr. Citizens, women, children, SC/ST and minorities.

Health Camps:- Health checkup/Free Eye & Heart Checkup and Education Awareness camp in co-ordination with SSA Delhi are held Under Community Mobilization programme Free Eye checkup camp for economically deprived people in collaboration with an NGO SHRI SAI BABA BHAKTI SANSTHA are organized in Jahangirpuri in any Govt. school Jahangirpuri and other J.J. Colonies every year. A team of ophthalmologist comes from the Shroff Eye Centre, East of Kailash visit the school and check the community members of the area and give them dates for free eye surgery in their Nursing Home. Similarly, another team up doctors from Escorts Hearts Hospital New Delhi do the heart checkup of VKS & PTA member of that area.

Improvement of Quality Education:- Quality Monitoring tools devised by NCERT i.e SLF I, SLF II & SLF III were got filled up from all types of Govt. Schools by CRCCs & DURCCs which are further analyzed at S.P.O level regarding achievement & performance needs. SLF II format is filled up by community members of the school concerned during community leaders training and the requirements of the community so received are inducted in all the activities of SSA and also in AW P & Budget of the State.

Improving Teacher attendance:- On line teacher attendance is available to all the VKS & PTA member of the school concerned. These community leaders thus keep a vigilant eye on the attendance of the teacher there by helping in improving the attendance of the teacher in the school.

Implementation:-

Process of Community Mobilization:-

- What is Community Mobilization?
- What is importance of involving VKS AND PTA Members in monitoring of Schools CAL Lab, and Utilization of different Grants provided by SSA as well as State to Schools and NGOs?
- Curriculum of CLT
- List of Resource Person
- Financial Norms and guidelines

- Feed Back Proforma for Community Leaders
- Profile Proforma of Community Leaders
- Meeting of DURCCs with CRCCs at District Head Quarter regarding Community Mobilization
- Consultation with DDE and EO of DoE, DEO of MCK, Principal DIET's regarding C.L.T. Meeting with officials of DoE and MCD, NDMC, DCB regarding schedule of training Finalization of list of VKS and PTA Members with the help of ADC DIET and officials of DoE, MCD, NDMC and DOB
- Final meeting of CRCCs at the venue.
- Preparation of detailed list of name, address and Phone/Mobile No. Community Leaders
- Meeting of DURCCs with CRCCs regarding finalization of Resource Persons for training at CRC
- Filling up of Feed Back Proforma
- Filling up of Profile Proforma
- Payment of TA to Community Leaders
- Discussion of Participatory method of CLT with CRCCs
- Analysis of the Feed Back Report f CLs by CRCCs
- Discussion of Feed Back with DURCCs for AWP & Other interventions.
- Discussion of Feed Back with SPO Officers.

GUIDELINES FOR COMMUNITY LEADERS TRAINING

1. The Coordinators for the training may include CRCCs, DURCCs and ADCs.
2. The Training of each community member of SMCs shall be done strictly for three days.
3. SMCs members list should be prepared by C.R.C.Cs. & DURCCs in advance before finalizing schedule of training.
4. Support and assistance in academic work of school.
5. The Training Schedule should be prepared by ADC and DURCCs in consultation with DEO's of MCD, E.O's of DoE and SSA Coordinator of NDMC & Principal DIETs.
6. The training schedule should be submitted to the undersigned in advance with Date, Timing & Venue along with list of SMC member's school wise. List of Phone numbers and address of SMCs members' venue wise should also be provided.
7. Every effort should be made that SMCs members selected should be literate as they are supposed to fill up School Level Format (SLF-II) as prescribed by MHRD, G.O.I for the school they assigned with.
8. As far as possible, the SMCs members to be trained, should be from the community and not staff members of the school concerned.
9. Every Community Leader is supposed to fill up three proforma (i) Self Profile (ii) Feed Back Profile (iii) SLF-II Format (one per school).
10. Filled in self-profile & Feedback format are to be collected by the academic coordinator CRC on the 3rd day of the training at the time of validation. Duplicate list of both the proformas should be submitted to DURCC's venue wise on the 3rd day. The SLF-II proforma are be collected by the CRCC's from the community leaders within fifteen days after the CLT is over and the consolidated report on CLF-II is to be sent to DURCCs with a week after collection of SLF-II.
11. DURCCs will submit all the self profile proformas and Feedback proformas venue wise and also details of amount spent and balance amount and number of community leaders trained venue wise immediately after the CLT is over to the undersigned.
12. All vouchers for any expenditure on training of community leaders are to be signed both by DURCCs & ADC's jointly.
13. On the 3rd day, at the time of validation, Rs.180 in cash will be distributed to each community leader. As consolidated TA. The community leader who has done only one day training is not entitled for any amount unless permission for absence is granted by the DURCCs, ADC or DIET Principals.
14. The consolidated details of participants, no. of training days and amount paid is to be maintained by each coordinator and one copy of details to be submitted to DIET and one to the DURCCs for further consolidation and use.

15. Every participants will be given refreshment at the venue amounting to Rs.20/- per day including one cup of tea & biscuits.
16. No Resource Person should be called for CLT whose name does not appear in the list of name prepared by UEE Mission State Office.
17. No Resource Person should be given more than one paid lecture (2 hrs.) in CLT training at one venue.
18. The Coordinator should contact the venue Head of Training Centres in advance to see all the arrangements and infrastructural facilities and ensure that all the facilities are available. In case of any difficulty Coordinator should contact DURCCs or the undersigned in case of any difficulty.
19. The Logo of RTE-SSA should be displayed in front of the room where the training of Community Leaders Training is to be held.
20. The Coordinators will contact RP's one day in advance so that the time management and quality of training is not affected.
21. One copy of contact details of RP's and training schedule with topics of RP's should be given to CRCC's in advance by DURCC's and ADC's.
22. Punctuality & time management of training has to be strictly maintained by the Coordinators. The Coordinators should reach the venue of the training 15 minutes earlier, to see the arrangements and also should ensure that he/she has all the prescribed material in sufficient quality for training to be distributed to participants.
23. A Committee of Principal DIETs, ADC's & DURCC's will ensure that sufficient material to be distributed in the training is arranged in advance to be handed over to Coordinator for further disbursement to participants.
24. Number of SMCs members to be trained for various schools are as under:-
 1. SMCs of single shifted school = 6
 2. SMCs of double shifted school = 12 (6 from each school)
 3. SMCs of Sarvodaya Vidyalaya = 12 (6 for Primary and 6 for Upper Primary)
 4. SMCs Sarvodaya Vidyalaya doubles shifted= 24 (12 for Morning shift + 12 for Evening shift)
 5. Other Govt. Schools = 6 only having Upper Primary Section

CURRICULUM FOR COMMUNITY LEADERS TRAINING

1. SSA and its interventions connected with community.
2. Dakhila Abhiyan and the role of community.
3. Awareness regarding Interventions of SSA.
4. Child Labour
5. Street Children – NGO - ‘Children of Hope’
6. Success stories of Community Mobilization.
7. 13 – SLF – II, (of Community Leaders) format of NCERT’s monitoring format’s shall be got filled from one community leaders per school.
8. SSA community mobilization – module already being practiced in CLT–Training.
9. Provision of medical facilities to citizens of Delhi by GNCT Delhi including free vaccination, Polio Drops, Ladli Scheme, etc.
10. Grants given by Social Welfare Department.
11. Facilities given to senior citizens and grants to old age persons and widows.
12. Awareness of Hospital facilities provided by Delhi administration.
13. Facilities provided for their wards by SSA, Directorate of Education, MCD, NDMC, DCB schools along with free facilities provided to special focus groups i.e. special provision for girls child, physically challenged children and SC/ST children.
14. Right to Information provisions.
15. Women commission, consumer courts and other provisions.
16. Feed back proformas of training, Profile of Community leaders
17. Proforma for getting information from the community for AWP & B and YUVA component related issues.
18. **YUVA Component/Life Skill education:-** Training of community leaders will include the following contents regarding YUVA - SLP:-
 - (a) Understanding and Internalizing Life Skill Education
 - (b) Understanding Life Skills
 - (i) Positive attitude, Right choices, Value based behavior
 - (ii) Empathy (iii) Self-Awareness
 - (iv) Creative Thinking
 - (v) Decision making etc.
 - (c) Joyful, Interesting & Meaningful learning.
19. This module, SERVE MODEL will be used for community leaders training.
20. Any other need based interventions, which Principal DIETs, DURC & CRC Coordinator or ADCs want to provide.
21. PAHAL 22. Conservation of Electricity

23. Conservation of Water/Water Harvesting.
24. Disaster Management
25. Common Wealth Games and Role of Community Leaders
26. Right To Education (RTE), SSA Delhi's preparedness for RTE.
27. Comprehensive and Continues evaluation
28. Role of Special Survey Squad
29. Chief Minister five point programme
 - i. No crackers
 - ii. No plastic bags,
 - iii. Plant trees,
 - iv. Save electricity
 - v. Clean city

Training Programme for SMC Members in the financial year 2014-15

Sl. No.	Name of the DIET	Required to be trained	Actually Trained
1	Rama Krishna Puram (Central)	330	290
2	Moti Bagh (South)	2526	1968
3	Karkardooma (North East)	1824	1534
4	Keshav Puram (North)	1136	765
5	Ghuman Hera (South East)	1914	1193
6	Pitampura (North West)	2984	1527
7	Dariya Ganj (New Delhi)	620	319
8	Rajinder Nagar (West)	2162	1472
9	Dilshad Garden (East)	1932	1641
	Total	15428	10709

Operational Guidelines to conduct Social Audit in Schools under SSA-RTE

1. Introduction:

The Right to Education which came into the effect in April 2010 mandates that the implementation of the rights enshrined in this Act be monitored by the local structures such as School Management Committee (SMC) and Local Authority (LA). The most effective monitoring can and must be done at the local level by the rights holders themselves, albeit through an institutionalized mechanism. The SMC and LA are the ideal entities at the ground level to perform such tasks through a participatory process.

Since 2010, after coming into force of the RTE Act, a numbers of structures and mechanisms as mandated under Act have got established. SMC's have been set up in schools with parents comprising 75% of the SMC membership and 50 % of the SMC members are women. Decentralised grievance redressal systems and Local Authority which are now gradually getting in to the tasks of discharging their roles and responsibilities at various levels. Active structures and continuous participation from the community can facilitate the process of identifying gaps, highlight violations and improve implementation and further reinforcement of the RTE Act.

The tool of a Social Audit process, assumes importance if used by the SMC or the Local Authority to act as a bridge between the school and the community. As per the SSA-RTE Framework "Social audit would facilitate the checking, monitoring and verification of the SSA/RTE Act implementation at the village level. Transparency, participation and accountability will be maintained through the social audit in programme implementation. Social audit can be done at any point of time during the planning, preparation and implementation of SSA programme at village level. To conduct social audits, an enormous amount of community mobilisation is necessary. Social audit is carried out by the community and the entire Gram Sabha with the help of stakeholders like local authority, members of SMC/VEC, PTA, Self Help Groups (SHGs), youth clubs, Mahila Samooh and representatives of disadvantaged groups, etc".

2. Objectives of Social Audit:

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

1. To improve efficiency of RTE Act at grass root level in terms of outreach and implementation.
2. To create awareness through stakeholders / beneficiaries on SSA-RTE and its child centred entitlements.
3. To ensure that the rights and entitlements of a child as guaranteed under the RTE Act are being provided in school.
4. To verify the release of fund in the bank account of the SMC by appropriate Government or any other source.
5. To check the Status of infrastructure (classrooms, furniture, Toilets, Drinking water facility etc) in the school along with work initiated through the funds.
6. To check the enrolment, retention and completion of elementary cycle of students in the school.
7. To share and verify information placed under school report cards.
8. To asses basic learning ability of students in reading, writing and mathematics.
9. To initiate and sustain an education dialogue between all grass root level stakeholders viz Teachers, HM, SMC, Students, LA/PRI's members and Education officials etc to improve the school.
10. To develop a participatory approach towards school development through community support.
11. To protect rights of Children with Special Needs (CWSN), students from marginalised /vulnerable sections in school.
12. Support the execution of School Development Plan (SDP).

3. Process of social audit:

For conducting the Social Audit of RTE Act /SSA, it is necessary to have a set of guidelines. These are enumerated below.

1. The State should have chapter on Social Audit in the training module used for training of SMC/LA members to orient them to conduct a social audit. The SMC members should be made aware of the format (**Annexure 1**) to be used on the day

of Social Audit. They should be trained on the same during the process of capacity building on SSA-RTE.

2. Adequate awareness should be created in prior to the social audit through local mass communication methods.
3. Head Master and SMC members should spread the word about the same among parents and stake holders of the school, including Local Authority members.
4. A team should be constituted comprising of Parents (Non-SMC Member), Parents (SMC Member), Head Master/Teacher, Village Education Committee/Gram Sabha Members not exceeding more than 6-7 members.
5. The HM on the day of Social Audit should facilitate the process like sharing of SMC meeting register, account books etc.
6. The details of the accounts should be shared with the community and other people present by Head Master and SMC.
7. The School Audit Team should take a stock of activities undertaken for development of the School.
8. The team should encourage community members to ask queries and obtain inputs from them.
9. The findings of the Social Audit should be shared with community in VEC/Gram Sabha so as to bring efficiency in the day-today functioning of the School.
10. Social Audit should be conducted twice annually.
11. The membership of Social Audit team should be rotated after every Social Audit.
12. The State Govt should ascertain the conduct of social audits for all elementary schools and set up monitoring mechanisms for the purpose.

4. Format for Social Audit:

A Social Audit format (**Annexure-I**) and guidelines are suggestive in nature and the States/UT's may modify as per their requirement, but must keep it short but effective.

Social Audit format**I. School Details**

1. Information about the School

Name of the school	DISE Code	Village/GP/Cluster	Block	District	Date of Social Audit

2. In which area is the School located (Please tick the appropriate category)

Sr. No.	Area	
1.	Rural	
2.	Urban	

3. School Category (Please tick the appropriate category)

School category	
Primary Only	
Primary with upper primary	
Primary with upper primary and secondary and higher secondary	
Upper primary only	
Upper primary with secondary	
Upper primary and secondary and higher secondary	
Residential School	
Ashram School	
KGBV	
Non-Residential School	

4. Contact number of HM & Chairperson SMC (if any)

Designation	Name	Contact Number
Head Master		
SMC Chairperson		

5. Social Audit Team:(Please clarify composition / structure)

Kindly tick the required	Male/ Female	Name	Phone Number	Address	Signature
<input type="checkbox"/> Parent (who is not an SMC member)					
<input type="checkbox"/> SMC Member (Parent)					
<input type="checkbox"/> Head Master					
<input type="checkbox"/> One Teacher					
<input type="checkbox"/> One VEC / Gram Sabha Member					
<input type="checkbox"/> SMC members from weaker /disadvantaged section of the society					

6. Are all children living in a 1 Km radius of the primary school enrolled? Yes/No

7. Are all children living in 3 Km radius of the Upper Primary School enrolled? Yes/No

8. Has the school (HM and teachers) conducted annual household survey for listing all children in 6-14 years of age in the school records and have attempted to bring children in the school?

9. Enrolment figures post RTE Act 2009

Year	Total no. of Children in schools	No. of Children Enrolled in Class I		No. of children Enrolled in Class V		No. of children Enrolled in Class VI		No. of children Enrolled in Class VIII		No. Children from SC/ST		No. of CWSN		No. of Teachers in School (Female / Male)
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2010														
2011														
2012														
2013														
2014														

10. Entitlements (Books, Uniform) & School Grant

a. Date of receiving textbooks in school: _____

b. Date of distribution of textbooks to students in school: _____

- c. Were any children left out from receiving textbooks? If so how many?
- d. Date of receiving funds in SMC account for School Uniforms: _____
- e. Date of distribution of School Uniforms to Students: _____
- f. What arrangements made by SMC to ensure Quality, Stitching of Uniforms and timely distribution?
- g. How many children did not receive Free Uniforms? And why?
- h. Date of receiving School Grant in SMC account: _____
*Data should be collected as per the most recent date of receipt

11. Infrastructure in School :

Indicators	Yes	No	If No, then give a reason for the same
Adequate Classroom as per the schedule of RTE Act			
Functional Girls Toilet			
Drinking water			
Library			
Playground			
Boundary wall			
Barrier Free Access (ramps) while entering the school			
Barrier free access (ramps) while entering the toilet			
Whether hand rails are provided on the sides of the ramps			
Is school premises easily accessible to children who cannot see			

12. Utilisation of Funds

Type of Work	Fund received	Fund utilized	If unutilized then give reason
Construction of ACR, if any by SMC			
Construction of toilet, if any by SMC			

Observations, if any _____

II. MID-DAY MEAL (MDM)

1.

Is Mid-Day Meal cooked	Write Yes/No
Inside the school premises	
Brought from Outside the School	
Who cook the meal	NGO/SHG / Women's Group/Local cook(Tick Over)

2.

Is the Food Tasted by Cook/HM before being served to Students?	
Is MDM served Hot	

3. If the meal is cooked at the school then:

Indicators	Write Yes/No
Is there a separate kitchen for midday meal cooking	
Is there a separate washbasin for hand washing?	
Is there a space for storage of raw and cooked food	

4. What does the school do to prevent any form of discrimination against children while serving and eating of MDM? (Observation only)

III. QUALITY LEARNING

- Examine copies of children's textbooks of class III, V and VIII and check randomly whether, teacher is correcting and assigning students correctly.
- Provide an unfamiliar text (for eg. Story book) of appropriate level. Ask the child to read the story and then answer some follow-up questions to assess his/her reading and comprehension.
-Number of children who could read and answer the questions properly.
- Ask a few children in different classes to write 5 sentences /para on a familiar topic for eg. My Favourite toy, Fruit tree in the village/area, an important animal in the village/areas.
- Ask a child to speak few sentences on any familiar topic (for eg. My teacher, My mother, My village)
-How many children's could speak properly?.....
- A question may be asked on maths and science
- Number of children who could respond properly?.....
- Has teacher maintained a record of child learning progress? Yes /No

7. Enrolment (Primary)

Class I	Class II	Class III	Class IV	Class V	Total

Number of teacher's positions approved -----

Number of teachers in position _____

8. Subject wise availability of teachers for upper primary schools.

Subject	Yes	No	If yes, Number of teachers per subject
Science			
Mathematics			
Social science			
Language			
Head teachers (if strength is above 100 students)			

9. Whether part time instructors for the following is available or not (to be filled only for upper primary schools where the enrolment of children is above 100)

Instructors	Yes	No	Number of instructors
Art Education teacher			
Health and Physical Education teacher			
Work Education			

IV. CORPORAL PUNISHMENT & GRIEVANCE REDRESS

- Has any training programme been conducted for teachers and staff on eliminating corporal punishments in the last one year? Yes/No
- Is there a confidential system of receiving complaints/feedback from children/parents regarding corporal punishment / discrimination or any other issue at the school? Yes/No
- Are children or parents aware of the system of grievance redress in the school? Yes/No
- Who is responsible for the task of redressing grievances in the school? (Please Tick)

Head Master/Principal	
Vice Principal	
Teacher	
School Management Committee	
Local Authority	
Any other	

- Are children and parents aware of the different authorities they can approach outside the school? Yes/No

- f. Nature of Complaints received in the school.

Please tick the tow area where largest numbers of complaints are received	
Denial of admission to any child	
Discrimination against any child	
Mental or physical harassment of children by teachers (corporal punishment)	
Teachers not being regular	
Teachers not teaching properly	
Timely provisions of Entitlements (midday meal. Textbooks, uniforms sports equipments)	
Non availability of certain Infrastructure	
Any other, please specify	

V. SCHOOL MANAGEMENT COMMITTEE

- a. Has the SMC been constituted Yes/No
 b. Please give the number of members from each category in SMC composition (as per State RTE Rules)

Members	Total Number of Members
Parents	
Local Authority	
Teachers	
Head Teacher	
Local Educationalist	
Children	

- c. Are the Names of SMC members displayed in the school (as per observation) –Yes/No
 d. Number of SMC meetings held in the last 12 months (also verify/check some of the meeting minutes documents/register) _____
 e. SMC have received training in the last 12 months- Yes/No
 f. Details of 3 major issues raised and decisions taken by SMC members in the meeting in the last 12 months

Sl. No.	Issued raised	Decisions taken

- g. Has the SMC developed a School Development Plan (SDP) ?– Yes/NO
 h. Does the SMC Monitors the attendance of Teachers and Students ?– Yes/NO
 i. Action taken by SMC/HM in case of irregularity among teacher/students ?– Yes/NO