

OPERATIONAL GUIDELINES FOR EFFECTIVE
IMPLEMENTATION OF THE NATIONAL CAPABILITY
BUILDING FRAMEWORK- 2022 FOR PANCHAYATI
RAJ INSTITUTIONS



Foreword

I am delighted to present a set of Operating Guidelines for implementation of the National Capability Building Framework (NCBF) 2022, for Panchayati Raj Institutions (PRIs). These guidelines are a result of a collaborative efforts of the NCBF Committee members and various other experts committed to strengthening the existing capabilities of PRIs in India.

PRIs are an essential component of the democratic setup of our country, and their effective functioning is crucial for inclusive and sustainable development. PRIs play a critical role in ensuring that the benefits of development reach the grassroot level.

However, the PRIs face several challenges in terms of governance, mobilization and management of financial resources, and community engagement. These challenges, if not addressed, can undermine the effectiveness of these institutions, and hamper their ability to deliver services to the people.

To address these challenges, a comprehensive NCBF 2022 has been developed, which include a set of guidelines for enhancing the competencies of various stakeholders of the PRIs. This framework will help to build the capability of elected representatives and other stakeholders of the total ecosystem and enable them to discharge their functions more effectively.

These operating guidelines provide a step-by-step action points for implementing the major components of NCBF 2022 for PRIs. It lays out the indicative processes and procedures that need to be followed and provide a roadmap for achieving the desired outcomes. However, it is to be noted that these operating guidelines should not be a stumbling block for innovating new approaches or processes for enhancing the effectiveness of implementing NCBF 2022. The States shall have full freedom to innovate and improve upon these guidelines, which need to be captured and incorporate into these guidelines for posterity.

The operating guidelines is not a static document but dynamic that need to be updated from time to time and the Ministry of Panchayat Raj, holds responsibility to take up this task and ensure that the document remains relevant and serves it purpose. It is also the vision of the Committee that there shall not be over-centralization and instead, the States/SIRDPRs shall have adequate freedom and leeway in innovating and modifying the guidelines from time to time.

I would like to acknowledge the efforts of all the members involved in the development of the operating guidelines. Their commitment and dedication to strengthening PRIs are commendable. I would like to express my thanks to Mr. Sunil Kumar, Secretary, Ministry of Panchayati Raj for giving the opportunity, visualizing the importance of the capability building for PRI stakeholders, of framing the NCBF 2022 and working in bringing out guidelines for operationalizing the framework. I am also grateful to the supporting machinery of the Ministry for enabling the committee to complete the work. I am thankful to the Committee members for their inputs and ideas which has shaped the document, and if passionately implemented can transform the PRIs from strength to strength and achieve a vibrant developed India. I am thankful to SIRDPRs for their support and hosting the meetings to complete the work.

I hope that these operating guidelines will serve as a valuable resource for all those involved in the implementation of the NCBF 2022. I encourage all stakeholders to use it to its fullest potential and work towards building the capability of PRIs which are the backbone of our democracy in the country.

Dr. WR Reddy
Chairperson

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I. Guidelines for Operationalizing the National Capability Building Framework 2022

Responsible office: SIRDPRs, ETCs, State PR departments, PRIs

- 1. Introduction:** The Ministry of Panchayat Raj, Government of India, based on the report of the Committee under the Chairmanship of Dr. W.R. Reddy IAS (Retd), Former Director General, National Institute of Rural Development and Panchayati Raj, Ministry of Rural Development, on the subject, approved the NCBF 2022, for PRIs in India. Operationalizing the NCBF 2022 for PRIs can be a complex and multi-faceted process. It requires a long-term commitment on the part of Ministry of Panchayati Raj (MoPR), State PR departments, the nodal training institutions and also other stakeholders. Proper implementation of NCBF in the country, in a systematic manner can enable PRIs to become institutions of self-governance and catalyze sustainable socio-economic development of the people and achieve social justice in their respective areas. This document is aimed at providing operational guidelines which can aid in effective implementation of the NCBF 2022 framework for building capabilities of stakeholders of PRIs in the country.
- 2. Scope/Responsible:** This SOP is applicable to MoPR, all the State PR department and SIRDPR / PRTIs and other stakeholders involved CB&T of PRIs.
- 3. Approach:** Implementation of NCBF 2022 should aim at 360 degrees approach in terms of covering the stakeholders of the total ecosystem of the PRIs, with an objective of total coverage on saturation basis, with utmost quality outcomes, with special focus on hands on training & experiential learning for all categories of stakeholders, with tailor made approaches and pedagogical strategies and convergence of all resources of rural development (including sectoral schemes) and Panchayati Raj institutions. The plan should be in tandem with election cycle of the PRIs, taking up activities much prior to actual elections with an aim of not only building leadership but also attracting right leadership to lead the PRIs.
- 4. Adoption of NCBF 2022:** The States must adopt the NCBF 2022, for which the MoPR shall organize National level/regional conference(s) to present the purpose and contents of NCBF 2022 and guide the stakeholders in the ecosystem as to how to go about. Thereafter, the State/SIRDPR may sensitize the heads of various stakeholder groups through series of interactions/orientations on the NCBF 2022 and effectively implement the provisions, thereon.
- 5. Capability building in addition to capacity building:** The strategy is not to simply to trainings and build certain capacities, but to enable the PRI leadership/stakeholders to become capable in executing / achieving the mandate envisaged in the Constitution of India.

- 6. Benchmarking the status of panchayat governance:** The benchmarking of the status of the panchayat governance across the States in the country, done every 4-5 years can form the basis for better CB&T efforts by addressing the weak spots and learning the best practices from others.
- 7. Stakeholders:** All stakeholders of the total ecosystem are to be engaged in the capability building efforts, with special attention to the democratically elected people's representatives who are at the center of the activity. The actors, across the sectors, both in the government and outside the government are to be reached out to enable the PRIs for their effective functioning.
- 8. Planning:** Planning of Capability Building must commence in tandem with the election cycle and should be for all the stakeholders in the total ecosystem with a detailed perspective plan. The plan should be for total coverage, rather than tailoring to the available budget. The plan must include pre-election and post-election activities and must be based on data, with competency assessment and with an aim of bridging the competency gaps of each of the stakeholders.
 - a) **Perspective Plan:** A perspective Plan is to be drafted with the help of trained resource persons under the PR Department/SIRDPR leadership prior to each election cycle. This shall take the inputs from the profile analysis of the PRI functionaries, data from State Election Commissions (SEC), learnings from the past experiences, TNA outcomes, research findings from CB&T studies etc. This will give guidance to drafting the annual plans.
 - b) **Annual Plans:** Annual plans must flow from the perspective plans/election cycle plans and should be for coverage of the complete ecosystem, not limited to budget from the MoPR. Effort to adopt ecosystem-based approach, can enable convergence of resources both financial and nonfinancial such as infrastructure, resource persons etc. The annual plan must also detail out other sources of funding to implement the total plan and coverage of all the stakeholders.
- 9. Training Need Assessment:** Either prior to the conduct of the elections or immediately after conduct, TNA should be carried out with the help of the empaneled experts. It has to be a scientifically done exercise and all annual plans for funding must be in accordance with the outcomes of the TNA and no funding shall be allowed if it is not based on TNA.
- 10. Competency based capability building:** Every stakeholder is unique in the PRI system. Hence, initial competency assessment by scientific means is a must to benchmark each individual and engage with them to bridge the gap between existing and required competencies. An IT based system should be created by MoPR for competency assessment for the use of the States.
- 11. Master Resource Persons:** Each State / UT must prepare a list of resource persons at various levels including State, District, Block level who can get involved as and when needed. Adequate number of certified resource persons, in accordance with the projection of the perspective plan must be created/groomed/trained/empaneled and wherever the number is not adequate, special campaign must be launched to rope in competent resource persons with attractive remuneration and other incentives. They may be from SIRDs, or sectoral departments, NGO resources, faculty of educational institutions etc., who will be assessed,

certified and maintain the roster. It will be a continuous process by the State under overall guidance of the Nodal institution. They will be groomed on constant basis on the areas of selection from time to time.

12. Content Repository: Though the content will have to be in local language, it will be useful to create a mechanism to source an English version of each of the content that is developed or going to be developed by States and place it on a central portal for use by other states, with due modification.

13. Online Courses and e-learning Platform: A single National Level robust online system in the form of a 'online hub' is to be put in place with States as spokes and can use the same system across, in their own languages and according to their needs. The central repository of learning material can be placed on the platform which can be used by the States from time to time. The system should track the learning of each of the user, with ample field level experiences and assignments so that they actually will be in a position to use the skills acquired to execute/implement the programmes in the field.

14. Experts' empanelment for various activities: Many a times, number of activities require expertise in specific areas and creating such resources become a constraint for many implementing agencies. The high-level resource persons in the areas of TNA, Preparation of perspective plan, leveraging new age technologies etc., may be required. The MoPR shall drive the creation of a panel of such resource persons and enable the States to draw upon the list from time to time. The resource persons can be drawn from the State SIRDs, or other departments or NGOs, or free lancers, who can be intensely groomed and make them available with definite remuneration norms. The State need not waste their time in looking for such resource persons and they can draw from the roster and get the task executed on payment of prescribed remuneration.

15. Empanelment of additional agencies for capability building: MoPR can empanel pan-India agencies covering NGOs/CSOs/Private Educational/Training Institutions, Public training institutions who can spare their capacities, and the States can utilize their services on the terms fixed by the MoPR. The States may also enlist the local NGOs/CSOs/Private Educational/Training Institutions/ Public training institutions who can spare their capacities that are working within the State for similar work. The empaneling and agreements shall cover detailed service deliverables, including the quality and outcomes of Capability building. The number and characteristics of such agencies must be in tandem with the requirement of coverage of stakeholders in the State.

16. National Training Network: All institutions who are in the field of capacity building related to PRIs/Rural Development etc., at National level should be networked and roped in, in the effort of CB&T. MoPR should take up this task and constantly be in interaction for various intellectual inputs and to leverage their competencies from time to time.

17. Convergence of various CB&T activities of multiple agencies: The CB&T requirements from various sectoral Ministries/departments should be converged at the time of planning so that the repetitiveness is avoided and save the time of the functionaries. Without making part of the annual plan, the PRI functionaries should not be disturbed from their regular activities and CB&T efforts

18. Special emphasis on creating own sources of revenue for the Panchayats is the most critical area to enable them to move to the trajectory of 'real local self-governments'. A planned

campaign must be launched to capacitate the stakeholders to identify, innovatively create avenues of own sources of revenue. The successful organisations must be made to work as 'beacon panchayats' to guide others.

- 19. Operationalizing the PLCs:** the detailed approach enlisted in the NCBF 2022 report can be adopted. Along with State supported PLCs, the Panchayats that are supported/groomed/handheld by NGOs/CSOs/Public and Private sector corporate under CSR may be recognized and supported. Once empaneled they will be eligible for State support for conduct of training. The NIRDPR/SIRDPR shall orient such PLCs and keep mentoring on a continuous basis either on their own or through selected institutional resources, both public and private.
- 20. Collaboration with SECs:** Strong PRIs can be created with right kind of people chosen as elected representatives and attracting or grooming the right kind of leadership is a pre-requisite. Effective work with SECs is a must for launching pre-election awareness campaign about the role and importance of local governments and igniting the local passionate youth to join the elections and take up the leadership with right ideals for sustainable development. Awareness creation is a continuous process and SECs can be constantly engaged with, for this process, including post-election ecosystem creation. SEC's help should also be leveraged for securing the data of the participants of the elections, elected members, their profile, which can help in analyzing the profile of the ERs and subsequently planning for effective CB&T.
- 21. Engaging with Panchayat Associations:** The States, wherever, the Panchayat Associations are available, should be activated and involve in planning and execution of CB&T. Wherever, the associations are not in position, efforts may be made to promote such associations and should be groomed to action. The Panchayat Associations can create traction for quality CB&T especially to create demand among the members.
- 22. Engaging with Media:** An important area, generally distanced for various reasons, which can effectively be used for positive outcomes to create the right ecosystem for PRI functioning. Media, disseminating the success stories can be encouraged for creating virtuous cyclic effect among the functionaries. Name and fame for the good work can ignite similar efforts from others. .
- 23. Documentation of success stories/actors/innovations/initiatives:** A regular mechanism should be put in place in each state with a panel of agencies or individuals who can document success stories, actors, innovations, initiatives etc., for dissemination and motivating the innovators. The empaneled agencies or individuals should be groomed on the preparation of stories both in document form and digital form for use by/in various CB&T initiatives.
- 24. Reorienting State PR department for constructive support to PRIs:** The effective guidance by the PR departments of the States is a necessity for strong PRIs. They should own up the PRIs and lead the local leadership for which a total paradigm shift is needed in the attitude and approach of the PR department stakeholders.
- 25. Monitoring and Evaluation:** The MoPR, State Governments, and District and Block Level Officials will monitor the implementation of the capability framework at their respective levels. They will evaluate the progress made, outcomes achieved, identify any challenges faced and take corrective measures to address the challenges. The State Governments and District and Block Level Officials will prepare regular progress reports on the implementation of the framework at their respective levels. These reports will be submitted for the review of

26. Document the Capability Building Process: All aspects of the capability building process should be documented to provide a record of the process and ensure that lessons learnt are captured and incorporated into future capability building efforts

27. Responsibilities: For efficient implementation of NCBF 2022 and to attain success, there should be clarity of the roles and responsibilities at all levels. Therefore for the purpose of operationalizing NCBF 2022, the following arrangement is envisaged:

- a) **National Steering Committee:** A National level steering committee (at MoPR) will be an advisory group that **shall** make directional decisions on the overall implementation of NCBF 2022 in the country. This group shall keep modulating the vision, mission and direction for CB&T and ensure that the CB&T programmes are supported under revamped RGSA and other sectoral sources, with a special focus on the organizational development and governance of PRIs.
- b) **State level Steering Committee:** A state level steering committee (at State PR dept) will plan & support CB&T programs as per NCBF 2022. This Group shall determine long term objectives to be pursued by the State / UT for PRI CB&T and identify the ways and means of achieving them. This group should take full ownership of the PRI CB&T and prepare perspective plan and Annual action plans and oversee its implementation
- c) **Tactical Level Groups;** The tactical level groups at (at SIRDPRs/SPRCs) shall interpret the decision taken by the National & State level steering committee and actually implement the approved PRI CB&T programs. They shall co-ordinate all types of tactical activities of training such as conducting TNA, curriculum development, training kits development, training evaluation, monitoring and conducting impact studies etc. The tactical level group shall also provide all the information, materials, tools and techniques to facilitate the operational group in delivering the training. They should also select and orient the members of operational group for training delivery.
- d) **Operational Group:** The operational group consists of faculty members of training institutions , resource persons and trainers at state, district and block level. These members shall be responsible to deliver the training as per the curriculum and training material in an efficient and effective ways.

II. Operational Guidelines for Preparation of Status Report on Panchayat Governance in India

- 1. Responsible:** Nodal Agency - MoPR/The School of Excellence in Panchayati Raj (SoEPR) at NIRDPR and in collaboration with the PR Departments of the States & UTs and NGOs in the ecosystem.

2. Need for Status Report on Panchayat Governance

To enable the PRIs to deliver its mandate on services and governance, significant investment needs to be made on building Panchayats as institutions of self-governments as envisaged in the Constitution of India. There is wide variation in the strength and weaknesses of PRIs across the States, owing to the variance in policy support, financial support, respect to the PRIs and other factors. Therefore, it is absolutely essential to bring out a scientific assessment of the status of the PRIs across the States in the country and elicit, what make certain states/PRIs tick and others lag behind in delivery of the constitutional mandate.

The proposed Status Report on Panchayat Governance aims to assess the status of improvement of Panchayats in terms of effectiveness of organizational structures, systems, processes, strategy, people, culture, ability to develop new and creative organizational solutions as well as their self-renewing capacity. These are underlying and foundational mechanisms which lead to Panchayat capacity towards service delivery, governance and citizen engagement.

Another need that the study/survey can serve is to build reflection and renewal capacities of participating panchayats. This can be possible if the tools used are geared towards the same, and involve self-reflection and assessment by elected representatives, staff and citizens of panchayats and other stakeholders.

3. Purpose of the SOP

1. To map and understand the status of effectiveness of Panchayats as institutions of self-government and their underlying capacities to deliver their mandate.
2. To map the support to PRIs in a State by various stakeholders, interalia; State Government its leadership at Government level, PR Department/Directorate, SIRDPR/ETCs, Sectoral departments, NGOs, Academic institutions, Grama Sabha members, Higher level PRI to lower level PRI i.e Block, district to Panchayat and district to block etc, District administration etc,.
3. Policy support or otherwise by the State in terms of circulars, guidelines, directions, formal, informal etc,.
4. Constraints if any created by the State in terms of flow of funds, support etc,.
5. Status of Panchayat Associations,
6. SFC implementation, constitution, report submission, degree of seriousness by the State
7. To provide inputs and ongoing feedback to CB&T efforts towards improving institutional capacity of Panchayats and their effectiveness to achieve the twin goals of economic

development and social justice in terms of article 243 G of the Constitution of India.

1. Sequence of Steps and Responsibilities

As the survey is to be reflective in nature and character, the core constituents impacting and impacted by Panchayats should be engaged in all stages: design, deployment, consolidation and analysis of results and outreach. The suggestive steps are as follows:

Decision in the MoPR to embark upon a nationwide survey on Panchayats as institutions of self-government.

2. In the first instance of conducting the survey, it may be piloted in a few States and Union Territories so that the learnings can be consolidated for a nation-wide survey.
3. Creation of a Core group for design, deployment, consolidation and analysis of results, as well as outreach. The Core group may include representatives from Panchayats, SIRDs, Civil Society Organisations, Corporate Social Responsibility wings of companies, experts in institutional development of Panchayats, academicians and researchers engaged in research and statistical methods, and others as required.
4. Preparation of implementation plan, responsibility structures and budgets.
5. Identification of Panchayats at all three levels, in earmarked States.
6. Design of research methods: target groups and sample size, tools and instruments etc.
7. Conduct of the survey
8. Consolidation of findings and report generation
9. Presentation to participating Panchayats, SIRDs and States/UTs
10. Feedback and learnings for a nationwide survey
11. Outreach

The MoPR/ the School of Excellence in Panchayati Raj (SoEPR) at NIRDPR may partner with organisations working in PRI ecosystem including NGOs, Social sector enterprises etc., for the pilot study as well as the scaled-up nation wide exercise in collaboration with SIRDs/SPRCs, States and institutions of excellence including research institutions, academic institutions, CSOs/NGOs.

4. Timeframe for the Study on Panchayat Governance

Since the timeframe of the five-year term of Panchayats varies from State to State and UT to UT, the study may be conducted in the year 2023 and thereafter for every 4-5 years.

5. Suggestive Prerequisites for Successful Conduct of Study on Panchayat Governance

1. To the extent possible, research methods and tools need to be designed in a way that selected panchayats benefit from participating in the study process as much as from its outcomes.
2. The study results on Panchayat Governance may be juxtaposed with Mission Antyodaya survey to conduct analysis of what are the institutional capacities which enable/hinder panchayats in delivering their mandate.

6. Tentative Contents of the Study on Panchayat Governance

1. Capacity of the Elected Representatives and functionaries of Panchayats
2. Capacity for democratic decision-making in the Panchayats
3. Independence in functioning as institutions of self-government

4. Fully functional and strong standing committees
5. Appropriate financial management, procurement, maintenance of records, efficient accounts keeping, audit compliance etc.
6. Healthy Group Dynamics in the functioning of the Panchayats
7. Regular meetings of – Gram Sabha, Ward Sabha, General Meeting, Standing Committees, Mahila Sabha, Bal Sabha and other committees
8. Vibrant Gram Sabha to occupy the Centre Stage
9. Ward Sabha to form the foundation of effective Gram Sabha
10. Effective meeting management, office management and work management
11. Mobilisation and Utilisation of Own Source Revenue (Tax & Non-Tax)
12. Effectiveness in service delivery to meet people's basic needs
13. Effective maintenance of database & record-keeping
14. Command over and convergence with initiatives of line departments operating at GP/Intermediate Panchayat/District Panchayat levels
15. "Connect" with communities and accountability to them
16. Vibrant role of community at the core and fore of GP functioning and planning
17. Organic linkage with SHGs and other community-based organisations
18. Evidence-based and data-driven quality GPDP for economic development & social justice
19. Integration of Village Poverty Reduction Plan (VPRP) with GPDP
20. Pro-active redress of public grievances
21. E-enablement for being SMART GP
22. Citizen Charter
23. Emphasis on development of SC, ST, PwD, other backward sections, particularly women and children among them
24. Focus on Human Development (more particularly Health & Education)
25. Focus on social harmony
26. Adherence to the principles of Good Governance

7. Utility of the Report of the Status of Panchayat Governance across India

The analytical report on the Status of Panchayat Governance, to be prepared on the basis of State/UT-wise reports, will offer an insight to the MoPR, the States and the UTs about the strengths and limitations of and gaps in Panchayat Governance and guide them on adoption of suitable policy reforms in establishment of Panchayats as institutions of self-government. It will also guide them on adoption of suitable CB&T strategies and measures to address the emerging issues.

III. Operational Guidelines for Preparation of Perspective Plan for CB&T of PRIs

- 1. Introduction:** Creating a perspective plan for CB&T is critical for ensuring timely and effective capability building initiatives with quality outcomes and to ensure total coverage of all stakeholders. A well drafted perspective plan based on realistic data can ensure systematic approach for the CB&T and adequate overall coverage.
- 2. Objective:** The objective is to provide a step-by-step guide to the States & Union Territories and their CB&T institutions for preparation of perspective plan for CB&T of PRIs for total coverage of their stakeholders and their ecosystem. It is also aimed at shifting from existing ad hoc approach of CB&T to a wider approach and with a goal of developing capability of all the stakeholders of PRIs.
- 3. Scope:** Applicable to all the State PR department and SIRDPR / PRTIs. The focus of perspective plan will be to ensure full and timely coverage for enhancing the effectiveness of PRIs, meeting evolving responsibilities, ensuring sustainability, empowering local communities, and achieving national goals.
- 4. Stakeholders:** The Perspective Plan must cover the entire range of stakeholders i.e. the stakeholder matrix of the NCBF 2022.
- 5. Collaboration with SECs:** State PR Dept should collaborate with State Election Commission (SEC) for securing the data of the participants of the elections, elected members, their profile, which can help in analyzing the profile of the ERs and planning for CB&T. Perspective planning will be based on this data along with other data elements taken from TNA or other sources.
- 6. Quick Assessment of current capacity:** Basing on the data collected from CEC conduct a quick assessment of the current capacity of PRIs on broad parameters and competency gaps based on the past experience. This assessment shall also include an evaluation of the current knowledge, skills, and abilities of the stakeholders and the priority areas that they need to be capacitated, for each stakeholder group.
- 7. Laydown the plan/processes for Competency bench marking:** The process/guidelines for detailed job description of each of the stakeholder and assessment of the competency of each of the stakeholder in relation to the job description should be elucidated and there shall be mapping of the competency gap which shall be bridged through CB&T Further, approaches/IT tools that can enable such assessment on a continuous and easy basis may be enlisted. Detailed training approach/tools/methods will depend on the competency gap of each of the stakeholder.
- 8. Timeframe for Perspective Plan for CB&T for PRIs :** Since ERs of PRIs are elected for a term of five years, the timeframe for Perspective Plan for CB&T for PRIs in any State or UT should be for five years, matching with the term of office of the ERs. However, as a beginning, a perspective plan must be made for the remaining tenure of PRIs wherever the PRIs are already in position with due elections. The perspective plan preparation must commence at least 3-4 months prior to the elections to the PRIs. The perspective plan must cover all three tiers of PRIs and the whole stakeholder ecosystem.

9. Issues for Consideration in Preparation of Perspective Plan for CB&T

The main issues for consideration for the purpose shall include inter-alia.

- The Perspective Plan must cover the entire range of stakeholders as elucidated in the stakeholder matrix of NCBF 2022, including inter-alia., the ERs and functionaries of 3-Tier PRIs and also the functionaries of the Rural Development delivery system including the government employees of the line departments operating at District, Block and Gram Panchayat levels who are to be covered under CB&T for attempting convergence in planning and development, local civil society organizations covering SHGs, their clusters, federations etc.,.
- In preparing a Perspective Plan for CB&T, the planners should take into consideration the perspective and priorities of the State/UT, outcomes of TNA, frequency and strategy of CB&T, themes of capacity development, content preparation, institutions to be involved, Human Resources/Trainers and additional Human Resources/Trainers to deliver the CB&T interventions, modes of convergence of CB&T with that of other departments, requirement of refresher training, clientele-wise requirement of learning materials, organizational blue print for implementation, financial resources required and sources, systems of monitoring, mechanism of evaluation of outcomes etc.
- The perspective plan must cover arrangements made or to be made for assessing the competency of each of the stakeholder and the competency gap to be filled depending on the role /job description of the stakeholder in the PRI system.
- Arrangements made or to be made for the experiential learning, PLCs to be groomed or supported, other agencies help to be sought or can be taken etc.
- Total requirement of trainers/resource persons at various levels i.e. Panchayat, Block, District and State and refresher training to be given to already certified resource persons, fresh training to be given to newly certified ones and number more to be certified along with attractive remuneration for quality resource persons.
- Perspective plan must also focus on **Institutional Strengthening of PRIs**, inter-alia., Gram Sabha, the Standing Committees/Sub-Committees, their inter-relationship with functionaries of line departments and convergence with the initiatives of the latter, governance and service delivery, **Community Mobilization, Motivation, Implementation & Monitoring**, Motivation and inspiration for Human Resource Development and Leadership.
- The perspective plan must lay down a clear strategy/approaches/collaborations to be made to achieve/meet the above expectations in the timelines available and to the huge number of divergent stakeholders.
- **Collaboration of institutions needed for saturation coverage:** Since a saturation approach is to be adopted to realise the full potential of PRIs, and the SIRDPRs and connected network may not be adequate to meet the demand, perspective plan may list out other institutions that can be roped in or empanel NGO/CSO/Private partners to meet the full demand. The plan will assess the availability and indicate the approach/methodology to rope them in for execution through annual plans.
- **Convergence of various CB&T activities:** The CB&T requirements from various sectoral Ministries/departments should be converged at the time of planning so that the repetitiveness is avoided and save the time of the functionaries. Without making part of the annual plan, the PRI functionaries should not be disturbed from their regular activities and CB&T efforts

- **Timelines** for implementing the training plan each year with its coverage, stakeholder wise, theme wise
- **Evaluation mechanism** and agencies that can be roped in or empaneled or hired to get the evaluation done. Laydown the important parameters of evaluation and assessing the quality of outcome of the CB&T.
- **Identify Sources of Funding:** Prepare a tentative budget for each year and identify the sources of funding to implement the training plan. This should include the budget, personnel, training materials, and equipment required for the training. Also explore the scope for convergence of training initiatives of the CSOs/NGOs/ Educational Institutions in the Perspective Plan.

10. Steps of Preparation of Perspective Plan for CB&T

Step-1	To form a Team of Planners at the State level comprising policy level officials of the RDPR Department, Faculty from SIRDPR/SPRC/ETC/DPRC and Trainers/ Resource Persons and experts as may be necessary.
Step-2	To study both the volumes of the National Capability Building Framework 2022 for deeper understanding of the entire range of issues related to CB&T.
Step-3	To study the Framework for RGSA 2022-26, Guidelines of the MoPR for Preparation of GDP, the Framework for Preparation of BPDP & DPDP, the 2 volumes of the Report prepared by the Expert committee for Localisation of SDGs, the Advisories issued by the MoPR on a wide range of subjects including preparation of Thematic GDP, BPDP & DPDP and other guidelines related to CB&T and Planning.
Step-4	Quick assessment of capabilities of each of the stakeholder group, broad capacity gaps to be filled, priority areas to be touched and broad approach for CB&T
Step-5	To imbibe the issues discussed at Annexure-14 of the NCBF 2022 Volume-2 regarding preparation of Perspective Plan for CB&T in the local context.
Step-6	To identify the entire range of the clientele/stakeholders for CB&T i.e. the ERs and functionaries of 3-Tier PRIs and functionaries of the Rural Development delivery system and to understand the themes being dealt with by them.
Step-7	To identify Training Institutions, Trainers and Resource Persons suitable for various levels of the clientele, Learning Materials, financial resources etc.
Step-8	To identify the immediate & long-term priorities of the State/UT e.g. Localization of SDGs and mainstreaming them into PRIs, PESA in PESA States), implementation of the schemes currently in vogue, upcoming schemes etc.
Step-9	To identify the immediate needs for CB&T vis-à-vis the long-term needs for CB&T of the ERs and functionaries of 3-Tier PRIs and functionaries of the Rural Development delivery system in the State/UT, based on immediate and long-term priorities.
Step-10	To prepare a draft Perspective Plan for CB&T of the ERs and functionaries of 3-Tier PRIs and functionaries of the Rural Development delivery system for the State/UT over five years.
Step-11	To finalise the Perspective Plan for CB&T for the State/UT, based on one or more consultative workshops involving stakeholders from various levels.

11. Indicative Chaptalization for the Perspective Plan for CB&T

As laid down in the NCBF 2022 Volume-2, a plan for Indicative Chapterisation is as follows.

Chapter	Major Contents
Chapter-1	A Profile of the PRIs and Characteristic Features of the PRIs in the State/UT.
Chapter-2	An Assessment of Policy for CB&T, Infrastructure, Human Resource and Other Requirements for CB&T for PRIs in the State/UT.
Chapter-3	An Assessment of Achievements & Limitations of the State/UT in CB&T of PRIs.
Chapter-4	Quick assessment of competency gaps outcomes and broad priorities of CB&T based on gaps
Chapter-5	Envisioning and Goal Setting for CB&T for PRIs, Based on a Long-Term Perspective.
Chapter-6	Stakeholder matrix and their quantification, mapping them to 3 tiers of PRIs
Chapter-7	Activities for the Perspective Plan for CB&T of PRIs for 2023-28.
Chapter-8	Scope for Convergence of Initiatives of the State/UT with those of CSOs/NGOs/ Corporates/Educational Institutions in the Perspective Plan for CB&T of PRIs.
Chapter-9	An Indicative Budget for the Perspective Plan for CB&T for PRIs.
Chapter-10	An Indicative Plan for Implementation of the Perspective Plan for CB&T of PRIs.
Annexures	As may be necessary and relevant.

12. Templates for Preparation of the Perspective Plan for CB&T

Template-1							
An Overview of Interventions for Capacity Building & Training of the Major Clientele							
Sl. No.	Level (i.e. GP/Block/District/State)	Major Categories of Functionaries with Number	Major Needs / Themes of CB &T	Providers of CB Support	Current Approach of CB	Renewed Approach of CB &T	
						Mode of Delivery	Major Focus

IV. Operational Guidelines for Preparation of Annual Action Plan for CB&T of PRIs under Revamped RGSA

1. **Introduction:** CB&T of various stakeholders of Panchayats involve large number as well as a wide range of stakeholders. A sound annual plan is a must to ensure to reach out to this diverse group while ensuring high quality and context specific CB&T. The Annual Action Plan for CB&T of PRIs should be prepared by any State or UT, based on the Perspective Plan, in such a way that there may be a continuity of any CB&T initiative as envisaged in the Perspective Plan and that can contribute to the achievement of the long-term goals.
2. **Objective:** The objective is to provide a step-by-step guide for Preparation of Annual Action (AAP) for CB&T of PRIs imbibing the principles of NCBF 2022 for funding under Revamped RGSA and other programs/State resources.
3. **Scope:** These operational guidelines are applicable to all the State PR department and SIRDPR / PRTIs. The States /UTs have the flexibility to evolve States specific AAP. The focus of AAP will be on overall CB&T of PRIs to enable them to function effectively as the Local Self Government and deliver on SDGs
4. **Activities to be taken up before preparation of AAP:** The following activities to be taken up before preparation of AAP:
 - a) Training Needs Assessment (TNA)
 - b) Extensive consultation with ERs, other stakeholders
 - c) Impact assessment of training programmes
 - d) Plan for training of Master Resource Persons
 - e) Assessment of Trainers
5. **AAP in alignment with NCBF2022:** The AAP of the States/ UTs should confirm to the NCBF 2022 and adherence to the following principles will align the plan with the Framework and leads to strengthening PRIs, inter-alia;
 - a) AAP must flow from the perspective plan taking the achievements or shortfalls of the previous annual plan
 - b) Must be based on TNA outcomes which would have been done while preparing the perspective plan
 - c) The plan should follow saturation approach and coverage of ecosystem stakeholders with focus on new ERs
 - d) Initial orientation of newly elected ERs must be completed within 2 weeks of election.
 - e) Induction of the newly elected ERs and other stakeholders must be done withing 3 months of the elections.
 - f) Refresher for ERs to be conducted within two years of their election.

- g) Special training for women ERs and ERs/ SCs and STs must be a major component with appropriate pedagogies, training methods etc.
- h) The plan must focus on enhancing the capacity of PRIs to deliver basic services
- i) The plan may focus on local thematic Planning for LSDGs.
- j) Exposure visits for ERs within and outside the State with specific learning objectives and follow up action.
- k) The plan should cover grooming of new Panchayats Learning Centres (PLCs) in the State and experiential learning of the stakeholders in the existing PLCs
- l) The plan must aim at early coverage of tools and techniques of creating/improving/maximizing OSR of the institutions
- m) Building leadership skills in ERs and other essential skills such as decision-making, problem-solving, and communication skills & principles of good governance.
- n) Effort should be part of the plan for organization development and continued handholding
- o) Imparted with the necessary skills to manage their finances effectively such as budget preparation, accounting, financial reporting, and internal control procedures.
- p) Improving the quality-of-service delivery, including training on the use of technology to enhance service delivery.
- q) Building awareness and sensitivity to issues related to social inclusion, as well as developing strategies to address these issues effectively.
- r) Building awareness of environmental issues and promoting sustainable practices in PRIs
- s) Training for Officials of Line Department on convergence of funds

6. Exposure Visits/ Field Visits - Keeping in mind the huge number of members in all three tiers, at least each ER leader, from GP to ZP, should visit Adarsh Panchayats/ Beacon Panchayats, in the first year of their term. Exposure visits must be well structured and on the lines of ‘*Samridhi Yatra*’ envisaged in the NCBF 2022, with definite takeaways that can be rolled out by the participants in their respective areas.

7. AAP Format- The AAP may cover the following areas

- a) Brief of the enlisted /numbers/range in the perspective plan to be covered in the year’s plan
- b) Broad Profile of PRIs in the state/ UT with geographical distribution of stakeholders and the CB&T carried out till the previous years in the current election cycle
- c) Broad achievements in the previous years of election cycle and lessons learnt to be taken care
- d) Status of training Institutes and manpower covering SIRD/ETC, PRCs, SPRC, DPRC, BPRC etc., and their capacity to cover the proposed plan
- e) Additional training institutions/agencies enrolled for carrying out the activities and additional to be enrolled with the process and timelines for their enrolment

- f) Collaborative CB&T institutions of other sectoral departments, institutions, universities etc., and plan for their involvement
- g) Status of Programme Management Units (PMUs)
- h) Status of thematic SLMTs/DLMTs/BLMTs created in the previous year and the Resource persons, availability, sufficiency, and plan for further certification of additional resource persons
- i) TNA insights, previous experience insights to be focused upon
- j) Training Strategy for the current year to cover the according to the perspective plan covering the aspects of saturation approach, decentralized trainings, experiential learning approaches, use of beacon leaders for hand holding, online learning tools and approach to enable to reach all required stakeholders, content creation, review and revision of training modules additional training modules to be created, monitoring mechanism, quality control and evaluation of previous years programmes etc.,
- k) Sources and magnitude of funding, new areas of convergence efforts and funds
- l) Status of Compliances – Submission of physical & financial progress & UC etc
- m) Component wise Proposed AAP along with physical, financial targets including additional sources of funding to be mobilized and ways and means of such mobilization to achieve the plan targets along with definite milestones and monitorable parameter targets etc.
- n) Concurrent evaluation of the programmes mid-course corrections if needed
- o) Roles and responsibilities of various players of execution of plan

8. Timelines for preparation of AAP

The plan preparation must commence from Dec-Jan of the previous year and the plan should be ready by 1st of April of the year.

- 9. Responsibility:** The state level steering committee (at State PR dept) supported by SIRDPR will be responsible to getting the AAP prepared. This committee sets the agenda, enables convergence of resources, manpower and inter departmental coordination and overall supervision and monitoring of the plan approval, and execution.

V. Operational Guidelines for Conducting National Conclave of State Ministers of Panchayat Raj and Rural Development

1. **Purpose:** Enabling effective conclave of State Panchayati Raj and RD Ministers, annually, to take stock of the status and take steps for strengthening PRIs, status of devolution, functioning of SFCs and implementation of their recommendations; effective participation and support of sectoral departments and convergence of effort for sustainable development of the people.
2. **Organizers:** Ministry of Panchayati Raj, Government of India and State Panchayati Raj Departments
3. **Participants:** Ministers of states in charge of Panchayati Raj/ Secretaries / Directors
4. **Pre-event activities:**
 - Preparation of status report by the MoPR on the devolution of resources both human and financial; SFC functioning, implementation of their recommendations in various states/UTs
 - Preparation of status report on decentralized planning, convergence of panchayat plans with block/district plans and progress of SDGs achievement in the State, District, Block and Panchayats
5. **Conduct of the Conclave:** The conclave shall be for two days, preferably at one of the State capitals other than NCR Delhi, in the months of September-October, when the PPC usually commences.
6. **Activities of the Conclave:**
 - a. Agenda - An agenda is to be drawn up by the Ministry to cover the purpose of the conclave and circulated at least 30 days in advance with all supporting material
 - b. The conclave should have group discussions with mix of States and group presentations for implementation and follow up action
 - c. The proceedings of the conclave should be made ready within two weeks after the conclave and circulate to all the States for follow up
 - d. Quarterly reports on implementation of the decisions taken in the Conclave should be reviewed
 - e. Six months after the conclave a high level conference of the Secretaries of the State PR /RD departments shall be convened by the MoPR with same agenda and plus, and review the progress of the work.
7. **Review of the operational guidelines**
MoPR may review and revise the operational guidelines from time to time based on the experience and feedback from the Conclaves.

VI. Operational Guidelines for Organizing Annual Conclave of Important Stakeholders of PRIs at State Level

1. **Introduction:** The annual conclave serve as an opportunity to key stakeholders to discuss issues and challenges faced by PRIs and exchange their ideas and best practices, which can help improve the functioning of these institutions. This will lead to better governance at the grassroots level. The conclave helps to build partnerships and collaborations that can support the development and strengthening of PRIs.
2. **Objective** The objective is to provide guidelines for organizing an annual conclave of important stakeholders of PRIs to discuss and deliberate on key issues related to rural development, governance, and decentralization and CB&T needs for achieving the same.
3. **Scope:** This SoP is applicable to the state PR department, SIRDPR, sectoral heads at State, District and Block level and all the leading functionaries of PRIs including elected representatives, officials, and staff members and their organizations.
4. **Planning and Preparation**
 - a) Formation of a Conclave Organizing Committee: The State level Steering Committee shall form a sub-group to oversee organizing the conclave(s).
 - b) Plan the conclaves at State level, district level and block level to cover all levels and those who participated in the State level will guide the district level and block level conclaves.
 - c) Selection of Venue: A suitable venue needs to be identified for the conclave, which can accommodate all the stakeholders comfortably.
 - d) Setting up Infrastructure: Necessary infrastructure, including audio-visual equipment, stage, seating arrangements, and exhibition stalls, should be set up at the venue.
 - e) Invitations: Invitations should be sent out to all the stakeholders well in advance, providing them with the date, time, and venue of the conclave. The organizers should also provide clear instructions on how to reach the venue, accommodation, and transportation arrangements.
 - f) The Chairman of the State level steering committee must send message or impress on all the sectoral departments to participate at State level and ensure that their district level officers will join in the district and block level officials at block level.
 - g) The District Collectors must lead the conclaves at respective districts and ensure that block level conclaves will happen in accordance with the plans.
 - h) Program Schedule: A detailed program schedule should be prepared, outlining the themes, topics, and speakers for each session. Sufficient time should be allocated for discussions, debates, and interactions between the stakeholders.
5. **Conducting the Conclave**
 - a) **Inaugural Session:** The conclave should be inaugurated by a senior government official, followed by a keynote address by a subject matter expert. The inaugural session should set the tone for the conclave, highlighting its objectives, themes, and expected outcomes.

- b) **Technical Sessions:** Technical sessions should be held on various themes related to rural development, governance, and decentralization. Eminent speakers, including government officials, experts, and practitioners, should be invited to share their experiences, perspectives, and insights.
- c) **Panel Discussions:** Panel discussions should be held on specific topics, with experts and practitioners sharing their views and experiences. The discussions should be moderated by a knowledgeable and experienced person, who can ensure that all the participants get an opportunity to express their views.
- d) **Exhibitions:** An exhibition should be organized at the venue, showcasing the best practices, innovations, and initiatives related to rural development and governance. The exhibitions should be interactive and informative, providing visitors with a hands-on experience.
- e) **Concluding Session:** The conclave should be concluded by a senior government official, summarizing the key themes, topics, and outcomes of the conclave. The concluding session should also provide an opportunity for the participants to provide their feedback and suggestions for future conclave.

6. Post-Conclave Activities

- a) **Documentation:** The proceedings of the conclave, including speeches, presentations, and discussions, should be documented, and a report should be prepared.
- b) **Dissemination of Outcomes:** The report should be disseminated widely to all stakeholders, including government officials, elected representatives, civil society groups, and media.
- c) **Follow-up Activities:** The recommendations and suggestions made during the conclave should be followed up with appropriate action, to ensure that the objectives and outcomes of the conclave are realized.

- 7. **Responsibility:** Organizing an annual conclave of stakeholders of PRIs at the state level generally falls under the purview of the State Panchayati Raj Department. The department is responsible for the overall planning, coordination, and execution of the conclave, which may involve collaborating with various other departments, organizations, and stakeholders.

VII. Standard Operating Procedure for Gram Panchayat Organization Development for Democratic Functioning and Effective Governance

1. Introduction

Organization development is a system-wide process of data collection, diagnosis, action planning, intervention, and evaluation aimed at (1) enhancing congruence between organizational structure, processes, strategy, people, and culture; (2) developing new and creative organizational solutions; and (3) developing the organization's self-renewing capacity. It occurs through the collaboration of organizational members working with a change agent using behavioral science theory, research, and technology. The key aspects in OD are a) it is a planned change in an organisation from point A to point B, b) it is led and supported by organisation's core people, where people are participants and not recipients to change, and c) it focuses on individual and organisation capacity to build skills and reflect on key components of an organisation, such as vision, structure, processes, motivation, planning and action.

2. Purpose of the SOP:

1. To build organisation capacities of panchayats so that they are able to deliver their constitutional mandate of economic development and social justice, in a way that their internal functioning is democratic and follows good governance imperatives
2. To lay down suggested steps such that organisation development methodology can be deployed in panchayats in a state

3. Scope : This SoP is applicable to the PR&RD department SIRDPR and other support agencies who are responsible for building intuitional capabilities of GPs. This OD program aim to build internal organization capacity in a GP, so that it is better able to use training and other resources available to them.

4. Sequence of steps, and responsibilities

As OD is a process, its deployment is best done initially through identifying clusters of panchayats, which can serve as models for other panchayats to learn and understand from. Suggestive steps are as follows:

1. Decision in a state to embark upon OD processes in panchayats, at the level of the Rural Development and Panchayat Raj Department in the state, in collaboration with the SIRDPR.
2. Identify clusters where OD processes can be piloted.
3. Creation of a project team for deployment of OD processes
4. Identification of external resource agency(s) or create internal resources through master training with the help of an expert agency, for building capacities within the state.

5. Preparation of implementation plan, responsibility structures and budgets
6. Earmarking faculty within the state and SIRDPR to become facilitators and change agents
7. Design and contextualization of OD processes for panchayats in the state, pedagogy and material preparation
8. Implementation and monitoring
9. Establish a Vision and Mission: Develop a clear and concise vision and mission for the Gram Panchayat that reflects the aspirations of the community it serves. This vision and mission should be communicated to all stakeholders.
10. Develop an Organizational Structure: Develop an organizational structure that supports the vision and mission of the Gram Panchayat. This structure should include clear lines of authority and responsibility for each member of the organization.

Each step of the OD involve interactions, counselling, capacity building etc and appropriately be infused with the help of expert agency or resource team.

5. Suggestive prerequisites for successful deployment and scaling of OD processes in Panchayats

1. OD plan should start with a newly elected body, so that a body has a full term for planning and implementing change
2. Transition mechanisms to the next body need to be planned to ensure gains made are not lost
3. Panchayats have to be willing participants in the OD process,
4. Elected members, staff and citizens being the participants of change process, would be key agencies responsible for planning and implementation
5. Rigorous MIS and data collection towards monitoring and evaluation needs to be followed, for capturing learnings towards scale

VIII. Operational Guidelines for Conducting Training Needs Assessment of the Functionaries of PRIs

Title: Operational Guidelines for Conducting Training Needs Assessment (TNA) of the stakeholders of PRIs

1. **Introduction** : Any training should be centred on core competencies and capacity gaps of ERs and functionaries to effectively perform their day to day task and function as local governments. CB&T should help them to establish themselves as local governments. The TNA serves as an important tool for all the training institutions to:
 - a. understand the gap between required and existing level of knowledge & skills/behavioral patterns
 - b. To identify the new training requirements of PRIs and
 - c. Help prioritize the contents of the training.
 - d. Understand the needs which are actually existing, their importance, how the need becomes apparent.

Thus, the TNA is a process through which capacity development requirements of ERs and other functionaries of Panchayats are understood which culls out the training needs of ERs and other functionaries - various categories, background, roles and positions. It should lead to a training design, leading to a plan, which addresses many of the capacity needs of PRIs and thus strengthening Panchayati Raj.

2. **Objective:** The objective of this Standard Operating Procedure is to provide a step-by-step guide for conducting TNA of the functionaries of PRIs in order to identify the areas where training is required. Important objectives, include, inter-alia;
 - To understand the problems being faced by the ERs and functionaries to perform their tasks
 - To find out the CB &T gaps
 - To understand the gap between existing level of knowledge, skills and competency
 - To identify the new requirements of ERs and other functionaries as the Panchayati Raj system evolves
 - To help prioritize the contents of the training
 - To map the expectations of people and the state and central governments on how Panchayati Raj system should perform
3. **Scope:** This SoP is applicable to all the SIRDPRs, who conducts TNA and other support agencies.
4. **Sequence of steps:**

Before starting the TNA process, the agency should consider the following points:

- Complete spectrum of stakeholders as envisaged in the NCBF 2022.
- Their diversity, functions of various stakeholder group
- Connectedness of various stakeholders with each other and specifically with the core stakeholders and impact of the effective engagement of each of the stakeholder group with PRIs

- Do we know the skills and knowledge for carrying out these functions?
- Are these requirements the same for every one of them?
- Present capacities of each of them for these responsibilities and functions?
- What is preventing them from accessing knowledge and skills?
- What is preventing them from performing their tasks?
- What happens when new tasks are bestowed upon them?
- What happens when functionaries change regularly, elections or transfers?

5. Pre TNA activities

- a. Desk research and internal consultations
- b. Policy decision to be taken
- c. Formation of a core team for training and multi-disciplinary teams
- d. Specific responsibilities have to be shared

6. Desk Work

- a. Brief analysis of the status of Panchayati Raj
- b. Stakeholder mapping
- c. Specific characteristics of the target group
- d. Analyzing Feedback and Lessons so far
- e. Analysis of Policy Environment
- f. Literature, Case studies, Lessons Learnt
- g. Prepare a matrix from the inputs
- h. Moderated consultation with faculty members/trainers

7. Training for TNA

- a. Form a core team from empanelled experts at National level or State level, assign the task of TNA to an identified agency with due competencies, who can drive the TNA
- b. The core team further trains the required resource persons to cover the sample prescribed

8. Timings of TNA: can be done at either of the given stages or can be evolving at all three stages given below.

- Prior to the elections to the PRIs, mainly with the outgoing ERs
- After the elections with the new ERs
- After the first round of training programmes

9. Field Investigations -The core team in consultation with other faculty will decide the elements, source, and quantum of data to be collected

10. Sampling - For qualitative and quantitative aspects of the TNA field investigations, sampling has to be done. Population for sampling can be decided from the stakeholder mapping done as part of desk research.

11. Identification of Tools - Both for qualitative and quantitative studies, the appropriate research tools viz., questionnaire, focused group discussions etc.,

12. Preparation of Formats - Based on the target groups under consideration as well as the tools selected appropriate formats/questionnaires will be prepared including interview schedules, questionnaires, and guidelines through a write ship with core team and other research team members.

- 13. Getting Ready for Field work** – Communicate with the participants and respondents along with necessary arrangements for logistics, preparing the questionnaires either in paper form or digital forms, and setting up FGDs, meetings etc.
- 14. Pre-Test** - Pre-test both qualitative and quantitative tools including questionnaires and guidelines, Check for quality inputs, identify practical issues and make rectifications needed
- 15. Finalization** - With the experience and inputs from the pre-test, finalize the methodology, tools and action plan. An internal team meeting would be useful for this.
- 16. Data collections** – In a strictly controlled time schedule, the teams will spread out to the field and collect the information in the prescribed form and in accordance with the guidelines
- 17. Data Analysis and writing the report** - There are certain steps to be taken before analyzing the data.
- a. Cleaning the data: Data has been collected by different field investigators and even after the highest level of precautions, there would be errors in entering the data. A thorough check is required to finalize the set of data collected.
 - b. Consolidation: The data have to consolidated. Data and information have been collected through desk research, qualitative method and quantitative method. Each of them has to be consolidated.
 - c. See whether the key questions are answered through the data collection.
 - d. A workshop to finalize the analysis would be appropriate where the team members as well as invited experts could contribute further to the TNA.
 - e. Compile and prepare the report in a structured way. The report may contain the following chapters:
 - i. Introduction**
 - Background
 - Why TNA
 - Objectives
 - ii. Analysing Feedback and Lessons So Far**
 - iii. Review of Literature, Case studies, Lessons Learnt**
 - iv. Stakeholder Mapping**
 - v. Quantitative and Qualitative Analysis**
 - vi. Needs**
 - Based on the definitions by the state legislations and constitutional amendments, the activities to be performed by the elected representatives and other functionaries
 - Persons involved/expected in carrying out these activities
 - The number of people to be trained and categories
 - What are their specific tasks?
 - Knowledge, skills and attitudinal change required for these tasks
 - Matrix of Task analysis vs Person analysis
 - Topics to be covered (evolved from field investigations and desk research)
 - vii. Gaps**
 - Problems faced by ERs / functionaries to perform their tasks
 - Gap in existing level of knowledge, skills and competency

- New requirements of elected representatives and other functionaries as the Panchayati Raj system evolves
- Expectations of the people and the state and central governments on how the Panchayati Raj system should perform

viii. Key Findings

- Prioritization could be based on OTP analysis model
- Status of Panchayati Raj vs. the conducive environment
- Tasks to be performed by the PRIs
- Required knowledge, skills and attitude
- Key stakeholders under consideration, their capacities in terms of knowledge, skills and attitude
- Capacity and training gaps

ix. Other Aspects of Training

- Pedagogy and Training Methodologies
- Use of ICT in trainings and ICT in e-governance
- Timings of training
- Duration of training
- Venue of training
- Language
- Training materials

x. Special Needs of Certain Categories

xi. Conclusion

xii. Annexures

- TNA methodology used
- Questionnaires
- Tables, Charts
- Team members
- List of FGD participants
- List of Key informants
- Reference
- Acknowledgments

18. Responsibilities and accountability measures:

Faculty members have to be given charge of doing the TNA. A team has to be formed as mentioned earlier. The work has to be reviewed by the team on a regular basis supplemented by the Academic committee of the SIRD.

19. Reference documents and people/agencies: SIRDs can refer to the Guiding document on TNA published by the MoPR earlier.

IX. Operational Guidelines for Preparation and Updation of Learning Material

1. **Introduction:** Creating & updating the learning materials is a critical aspect of effective training because it ensures that learners receive high-quality, relevant, and engaging content that helps them acquire new knowledge, skills, and better behaviors. Well-designed learning materials can enhance the learning experience, improve knowledge retention, and increase the effectiveness of training.
2. **Objective:** Preparation and up-dation of learning material involve multiple activities such as identifying the areas of need, creation/updation in appropriate form, lesson plans, handouts, assessments and revision, to publishing the material on a centralized database for access anytime, anywhere on any device to support the learning process..
3. **Scope:** This SoP apply to all training institutions including NIRDPR School of Excellence for PR & SIRDPRs and other individuals involved in preparation and up-dation of learning.
4. **Procedure:** The following steps should be followed for Preparation and Updation of Learning Material for CB&T of PRIs
 - i. **Define Target Audience:** Determine who the target audience is for the learning material. Consider factors such as age, education level, language proficiency, and learning preferences. Determine the appropriate format and medium to deliver the content.
 - ii. **Conduct Research and Analysis:** Gather and analyze relevant information, including existing resources, schematic guidelines, best practices, and learner feedback. Identify the strengths and weaknesses of each resource. Identify gaps and opportunities for improvement in the current learning material
 - a) A **Committee of experts shall be constituted** for frequent review of the content and giving recommendations for modification, up-dation or change wherever needed. The review by the committee shall be an ongoing exercise. Seek input from experts in the field to gain a deeper understanding of the topic. This could include instructors, researchers, elected representatives and practitioners.
 - b) **Conduct needs analysis:** Determine what knowledge or skills the target audience need to acquire. Identify any knowledge gaps or misconceptions that learners may have and enable the content to bridge or remove the misconceptions.
 - c) **Select appropriate instructional strategies:** Determine which instructional strategies are most effective for the learning objectives and target audience. This could include lectures, discussions, case studies, simulations, or hands-on activities or self-paced modules either in printed or digital format or on online learning platforms.
 - d) **Design assessment methods:** Define assessment methods: Determine how learners will be assessed on their knowledge and skills. Create assessments that align with the learning activities

- iii. **Develop a Content Plan:** Create an outline or storyboard that aligns with the learning needs of target audience. Organize the material into logical sections and ensure that the content is relevant, accurate, and engaging.
 - a) **Define the learning objectives:** Clearly define the specific knowledge or skills that the learners should acquire by the end of the learning material. Ensure that the learning objectives are aligned with the overall goals of the learning material.
 - b) **Identify the key concepts:** Determine the key concepts and topics that need to be covered in the learning material to achieve the learning objectives. Create a list of the main topics or sections that will be covered.
 - c) **Organize the content:** Organize the content into a logical structure, such as a table of contents or an outline. Determine how the different topics and concepts will be grouped and presented to the learners.
 - d) **Determine the level of detail:** Determine the appropriate level of detail for each topic and concept. Consider the knowledge level of the target audience and what is necessary to achieve the learning objectives.
 - e) **Create learning activities:** Develop learning activities that reinforce the learning objectives and help learners apply their knowledge. These activities could include quizzes, case studies, simulations, and hands-on exercises.
 - f) **Review and revise:** Review the content plan and make revisions as necessary to ensure that it aligns with the learning objectives and meets the needs of the target audience

- 5. **Write clear and concise content** Design the content that is easy to understand and follow. Use clear and concise language. Avoid using technical jargon and complex sentences. Review and edit the material for grammar, spelling, and formatting errors.
 - a) **Use appropriate formatting:** Use headings, bullet points, and other formatting techniques to make the content easier to read and understand.
 - b) **Incorporate multimedia elements:** Include images, videos, animations, and interactive elements to make the learning material more engaging and interesting.
 - c) **Follow established design principles:** Use design principles such as color, typography, and layout to create a visually appealing and cohesive learning experience.
 - d) **Use examples and case studies:** Use real-world examples and case studies to help learners apply the concepts and knowledge to real-world situations.
 - e) **Use interactive activities:** Use interactive activities such as quizzes, games, and simulations to reinforce learning and increase engagement.
 - f) **Review and revise:** Review the learning material regularly and revise as necessary to ensure that it remains up-to-date and relevant

- 6. **Test and Evaluate:** Conduct user testing and gather feedback from learners and stakeholders. Identify areas that need improvement and revise the material accordingly. Ensure that the material is accessible and compatible with different devices and platforms.

- a) **Evaluate learning outcomes:** Evaluate the learning outcomes achieved by the learners after completing the learning material. Determine if the learning objectives have been met and if learners have acquired the knowledge and skills intended.
 - b) **Collect feedback:** Collect feedback from learners, instructors, and other stakeholders on the effectiveness of the learning material. Use surveys, focus groups, or interviews to gather feedback.
 - c) **Review assessment results:** Review the results of assessments to determine if the assessments are aligned with the learning objectives and if they accurately measure the learners' knowledge and skills.
 - d) **Make revisions:** Make revisions to the learning material based on the feedback and analysis. Incorporate improvements to better align with the learning objectives and improve the learning experience.
 - e) **Test again:** Test the revised learning material with another group of learners to ensure that the changes have improved the learning outcomes.
- 7. Publish and Distribute:** Print and Publish the material. Convert it into a format that can be easily accessed and used by learners. This could be a PDF, an e-book, an online course, or a mobile application. Ensure that the material is easily accessible for learners. Promote the material to the target audience and monitor its usage and effectiveness.
- a) **Select appropriate format:** for publishing the material in digital format select the appropriate platform such as a learning management system (LMS), the e-Gramprashikshan of NIRDPR, India Panchayat knowledge portal (IPKP) of MoPR
 - b) **Determine access and distribution:** Determine who will have access to the learning material and how it will be distributed. This could be through a subscription service, or free download,.
 - c) **Promote the learning material:** Promote the learning material through various channels such as social media, email marketing, and advertising to increase its visibility and attract learners.
 - d) **Revise and update:** Revise and update the learning material as needed based on feedback and changes in the industry or field.
- 8. Update and Maintain:** Regularly review and update the material to ensure that it remains relevant and accurate. Incorporate new information, technologies, and feedback to enhance the learning experience. Monitor and maintain the material to ensure that it remains accessible and compatible with evolving technologies and standards
- a) **Evaluate learning outcomes:** Evaluate the learning outcomes achieved by learners and determine if the learning material is meeting the learning objectives and providing value to learners.
 - b) **Collect feedback:** Collect feedback from learners, instructors, and other stakeholders to identify areas for improvement and to gain insights into the effectiveness of the learning material.

- c) **Revise assessments:** Revise assessments to ensure they accurately measure the learners' knowledge and skills and align with the learning objectives.
- d) **Ensure compatibility:** Ensure the learning material remains compatible with the latest technology and delivery methods to ensure it can be accessed by learners easily.
- e) **Provide ongoing support:** Provide ongoing support for learners and instructors to answer questions, provide clarification, and assist with any technical issues.

9. Responsibility: School of Excellence for Panchayati Raj (SoEPR) in NIRD&PR can be enabled to become overall guiding agency and help SIRDPRs to prepare the content in regional languages. MoPR can commission expert agencies, if required for preparing specialized content in specialized areas. Similarly, the SIRDPRs can create their own content specifically suited to their conditions.

10. Maintain Central repository – MoPR shall create a central repository of all versions of learning material for future use or for posterity, either in physical or digital form or both. A database that need to be created by MoPR or leverage the existing system such as National Panchayat Knowledge Portal to host the content/material/videos that can be accessed by all the States/SIRDPRs. The States shall make one of the faculty of SIRDPR responsible for updating the material on the National Portal, preferably an English/Hindi version of the regional content.

X. Operational Guidelines for Grooming of Trainers & Resource Persons at State, District & Block level

1. **Introduction** – Competent Resource Persons are the key for quality trainings and positive outcomes of the stakeholder’s performance. Therefore, “grooming of resources persons” is very critical to create a pool of individuals with relevant experience and expertise, for conducting C&BT of PRIs. Grooming includes mentoring, coaching, and feedback to help resource persons to build confidence and competence in their role. The process will be an ongoing exercise to be undertaken by all the responsible institutions/experts.
2. **Objective:** The objective of SOP is to plan for certifying, orienting, grooming and capacitating the resource persons at National / State/ Block level to enable them to conduct field level trainings in cascading mode or any other format chosen by the respective agency.
3. **Scope:** This SOP is applicable to all the State PR department and SIRDPR / PRTIs and NIRDPR who are involved in CB&T of PRIs.
4. **Procedure:** The following steps should be followed for grooming of Trainers & Resource Persons at State, District & Block level
 - a. Assess the area wise, theme wise requirement of resource persons in the State, which can be sourced from the perspective plan after due adjustments. An extra 10% resources should be considered to meet the non-availability.
 - b. Map the sources of resource persons that can be enrolled, certified, groomed and involved in CB&T right from planning to execution and evaluation of the training programmes. The resource persons need not be full time, may be free lancers, working sectoral employees who have flare for training and mentoring, experienced elected representatives, private individuals who have right aptitude for public service and training.
 - c. Any new resource person should go through the rigorous process of assessment, certification with suitable grading from A to D, A being excellent and D being unsuitable. Only A and B grade resource persons should be used for trainings. Use of Certified trainers is expected to deliver the training / grooming / handholding / mentoring the participants with same level of efficiency across the States. Based on the competencies, the resource persons may be assigned for State level, district level, block level, panchayat level trainings or for multiple levels.
 - d. A set of resource persons shall also be groomed to guide the Panchayat Learning Centers approved or going to be approved in each block. They shall be specially selected to guide the Panchayat for making it an excellent experiential learning center.
 - e. Well laid out certification process of NIRDPR with required competencies, covering knowledge, communication skills, people’s skills, group management

skills, motivational skills, right aptitude etc., suitably improved from time should be used to grade the resource persons to achieve the quality training. The competency matrix shall be reviewed and improved based on the experience and feedback from time to time. The assessment may include inter-alia.

i. Knowledge Assessment covering:

- a) The knowledge in PR Acts & Rules
- b) Roles and responsibilities of elected representatives at all levels
- c) Functional responsibilities of PRIs
- d) Central & State scheme guidelines
- e) Local Planning - theme wise for localization of SDGs
- f) Panchayat Financial Management
- g) E-Governance

ii. Skills Assessment covering:

- a) Conducting needs assessment and training needs analysis
- b) Designing and developing training content and materials
- c) Facilitating training sessions and engaging participants
- d) Effective communication and presentation skills
- e) Principles of adult learning and training methodologies
- f) Conducting evaluations and providing feedback
- g) Managing time and resources effectively
- h) Technology-enabled learning and delivery platforms

iii. Attitude Assessment covering:

- a) Commitment to quality and continuous improvement
- b) Openness to feedback and learning from mistakes
- c) Willingness to work collaboratively with stakeholders
- d) Respect for diversity and inclusion
- e) Ethical conduct and professional behavior
- f) Flexibility and adaptability to changing needs and circumstances
- g) Leadership abilities

- f. The grade given once can be modified based on fresh assessment once in two years and upgrade or downgrade based on their work, feedback on their training programmes etc. Each resource person wise feedback shall be maintained through an online system for use to upgrade them from time to time.
- g. Provide training and development opportunities: Conduct training of trainers (ToT) to help potential resource persons to develop training facilitation skills through class room lectures, workshops, coaching, mentoring etc. Provide opportunities to practice and deliver presentations, receive feedback, and refine their techniques.
- h. Create adequate training materials for the training of trainers with high quality master resource persons and subject matter experts.
- i. All existing resource persons shall be exposed to refresher trainings in training methodologies, corrections to be taken based on the experience and feedback.

All new resource persons shall be put through rigorous grooming and certification process.

- j. Offer mentoring and coaching: Assign experienced trainers or mentors to work with resource persons on an ongoing basis to provide feedback, guidance, and support. Mentors can help resource persons identify areas for improvement and work on strategies to improve their skills and effectiveness
5. **Provide ongoing support:** Provide ongoing support to the resource persons to ensure they have the necessary resources and support to deliver effective training to their target audience.
6. **Provide resources and tools:** Provide resource persons with materials, and tools that will help them in their training activities. This might include standard slide decks, handouts, case studies, or other materials that will support their presentations.
7. **Provide feedback:** Regularly evaluate the performance of resource persons and provide constructive feedback on areas for improvement. This feedback can help them refine their skills and become more effective in their role.
8. **Continuously Monitor Performance:** Monitor the performance of the resource persons over time, to assess the impact of the training and identify any further development needs. This may include regular assessments of their training delivery, support provided to others, and outcomes achieved etc
9. **Evaluate impact:** Evaluate the impact of the training at State, District & Block level. This may include measuring changes in awareness, knowledge, attitudes, among the Panchayat functionaries and improvement in their performance
10. **Responsibility:** Grooming of resource persons is the responsibility of National & State level training institutions. It requires a combination of training, coaching, and ongoing support to build the competencies of resource persons to become effective trainers. This will create a network of skilled trainers who can support in continuous CB&T of PRIs
11. **Continuous process** – certification and use of the resource persons is a continuous process, and each state should have an institutional mechanism for this purpose.
12. **Remuneration** – since the resource persons are going to be from divergent backgrounds, attractive remuneration can keep them engaged and involved in strengthening of PRIs. The rate of return on the investment in the form of certification, engagement with attractive remuneration of the resource persons will be very attractive and can push the quality of training to the next orbit.

XI. Operational Guidelines for Effective Use of Public Training Institutions at Decentralized Level by Leveraging Infrastructure of other Training Institutions

Introduction: To have better outreach of the CB&T in accordance with NCBF 2022, the currently available infrastructure and human resources may not be adequate for conducting large-scale capacity-building & training on a sustained basis. Further, it is not at all advisable to create further hardware or infrastructure to meet the requirements. Many a times, the human resources of other institutions in the same line, can be spared to be leveraged for PRI CB&T. Hence, collaboration/ partnership with academic institutions, other training institutions, rural development institutions, reputed NGOs, etc. may be the solution. This can serve two different purposes, i.e. availability of qualified professionals to deal with different sessions, and secondly, availability of infrastructure for conducting training.

1. **Objective:** The purpose of is to laydown guidelines for leveraging / utilizing training institutions of other organizations at the decentralized level to complete the PRI Training in a saturation mode .
2. **Scope** -This guidelines applies to The National and State level PRI's training institutions for use of other training institutions at decentralized level
3. **Procedure:** The following steps should be followed for effective use of training institutions at decentralized level.
 - a. **The perspective plan** will provide broad volume of CB&T and timelines within which the same has to be achieved along with the need for additional institutional resources to be leveraged. The annual plans will further crystalize the details of coverage with timelines and the additional institutions to be roped in.
 - b. **Prepare a roster of suitable public training institutions** with infrastructure, resource persons, their availability periods etc,.
 - c. Depending on the requirement based on the perspective/annual plans and availability of the other institutions space and time and their willingness, allocate the programmes at the beginning of the financial year itself. A system should be put in place to make use of such institutions in accordance with the perspective/annual plan.
 - d. State level apex committee shall enlist the cooperation from other sectoral departments for involving their organizations in PRI CB&T.
 - e. **Establish collaboration:** The SIRDPR must establish collaboration with such enlisted training institution by signing an MoU for long term association. Many a times, the stakeholders may be same for such enlisted training institution and in such cases the course structure should be so integrated to take care of the objectives of enlisted organization and that of PRIs.

4. After conduct of the training programmes, the feedback should be taken to take corrective measures wherever required. One faculty or certified resource person should be designated as nodal person to coordinate and ensure quality training.

XII. Operational Guidelines for Collaboration with NGOs, private training institutions and Academic Institutions for CB&T of PRIs

- 1. Introduction:** NGOs, private training institutions & academic institutions have specialized knowledge and expertise in specific areas such as governance, community development, and CB&T. By collaborating with NGOs, PRIs can access their resources, expertise, and community involvement that can improve the quality and effectiveness of their training programs. It can also help PRIs build partnerships and networks that can be useful for their development and sustainability over the long term.
- 2. Objective:** The purpose of this SoP is to establish a framework for effective collaboration between Panchayati Raj Institutions/SIRDPRs and institutions of Non-Governmental Organizations, private training institutions and Academic Institutions for Capacity Building & Training of PRIs.
- 3. Scope:** This Standard Operating Procedure applies to all States PR departments, SIRDPRs, NGOs, and Academic Institutions involved in the capacity building & training of PRIs.
- 4. Procedure:** The following steps should be followed for collaboration with NGOs and Academic Institutions for CB&T of PRIs under revamped RGSA
 - a. The perspective plan will provide broad volume of CB&T and timelines within which the same has to be achieved along with additional institutional and resource's leveraging is required. The annual plans will further crystalize the details of coverage with timelines and the additional institutions to be roped in.
 - b. Selection of NGOs and Academic Institutions/private agencies who are already working in the CB&T area will be based on expression of interest called by SIRDPR/State PR department/NIRDPR using a well-defined procedure and process. A definite eligibility criterion will be laid out which may include previous experience, expertise, and availability and geographical spread to match the requirements etc.
 - c. The process may cover the areas to be covered and the competencies of such organizations which can be assessed through the documents they are asked to submit viz., a prescribed application format, area they would like to work i.e the district or block or GPs they may have presence to work, details of projects undertaken since past 3 years, financial status of organization, infrastructure available etc,. The organizations should have been a registered body under appropriate rules or acts of the State or the Nation and CB&T must have been part of their objectives specifically mentioned in their memorandum or articles.
 - d. The applications shall be online with a well-defined platform for quick assessment and analysis and shortlisting of the agencies for the purpose.
 - e. Wherever new agencies have applied, a team shall be deputed to physically verify the details submitted about their competency.

- f. Based on the application and material provided, a committee headed by Director, SIRDPR shall shortlist the eligible agencies and allocate the geographical areas. The material that would assist the assessment and selection will include, inter-alia;
- i. Registration Certificate (authenticity of the registration certificate in case of amendments, if any, subsequent to the registration)
 - ii. Bye-laws of the NGOs/Agencies (authenticity of the bye-laws, in case of amendments, if any subsequent to the framing of bye-laws)
 - iii. Latest composition of the Managing Committee/Executive Body indicating the authenticity from the registration authorities
 - iv. Details of IEC materials published. (Samples of IEC materials may be produced).
 - v. Involvement/Networking with Government programmes in last 3 years. (Letter/Sanction Order from the competent authority may be produced).
 - vi. Having own training infrastructure (Address of training venue, Photographs of the Training Hall, Lodging and Boarding facilities, Teaching Aid (LCD, White Board etc) should be given along with the application.
 - vii. The NGO/Agency should indicate the Area of operation (Name of the Block and District where they intend to conduct Field Level PRI training Programme if selected) Document in support of their presence in that particular block and District should be attached along with the application
 - viii. Annual Report for the last 3 years
 - ix. Audited accounts, viz., Receipt and payment Account, Income and Expenditure Account and Balance sheet along with Auditor's certificate and report for the last three years
 - x. Documents relating to PAN number and exemption order under 12A obtained from income tax Department or request letters sent to Income Tax Authorities for obtaining these documents
 - xi. Copies of Bank/Post Office passbook reflecting the transactions for the last three years
 - xii. The project proposal should be submitted to SIRD accompanied by the resolution of the organization duly signed by the sitting members of the Executive Body/Managing Committee of the NGOs. The photographs of all the sitting members of the committee duly self attested by the members with their complete, latest addresses should be mentioned in the resolution
 - xiii. Certificate that the concerned project has not received, is not receiving and will not receive or apply for receiving any funding, either completely or partially, from any other Government, non-governmental, international or any other agency, for the same project covering the same beneficiaries.
- g. The empanelment of agencies may be for enabling their infrastructure such as classrooms etc or for providing the resource persons or taking overall responsibility

of all trainings in that geographical area or special modules they can manage based on their expertise depending on the requirement of the requisitioning institution.

- h. Sign an agreement with responsibilities, remunerating them for their work, time lines, geographical areas to be covered, outcomes expected, monitoring mechanism etc.,
 - i. Allocate certified resource persons with that center to organize the programmes. If the agency's resource persons are being used for the purpose, then they should have been certified in accordance with the process laid out. Only certified resource persons shall be engaged for the programmes.
 - j. They must use the learning material provided by the State or the material prepared by them but approved by the requisitioning agency.
5. The State/SIRDPR must lay down a definite and clear procedure of monitoring the work of the empaneled agencies and their outcomes. This may include remote observation by IT tools at the center.
 6. The State/SIRDPR must have mechanism to ensure the participation of the designated stakeholders to the designated centers
 7. The performance of the empaneled agencies must be evaluated twice in a year and accordingly the agencies will be graded into A or B. The A grade institution may be better incentivized to keep the effort on the part of the institutions to improve their outcomes.
 8. Documentation: The PRIs, NGOs, and Academic Institutions will maintain proper documentation of the training program. The documentation should include the training modules, feedback, and evaluation reports.
 9. The empanelment of agencies is a continuous process and should ensure that adequate number of institutions are available to meet the requirement.
 10. The indicative format of application is given as annexure.

Part –C : Financial Status of Organization

Kindly provide

- Copies of Annual Reports of last years
- Copies of Audited statements of Accounts of last three years
- Copies of proof of having Post Office / Bank Account of last three years
- Copies of Permanent Account Number issued by income Tax Department

Details of Bank account

1. Name of the Bank:
2. Full Branch address:
3. Account No:
4. IFSC Code:
5. Type of account:
6. Name of the Signatory (1):
7. Post held in the Organization:

Part- D: Infrastructure Details :

1. Whether the organization has its own training infrastructure or taking on rent ?
 - Availability of own Training Hall : Available /Not Available
 - No. of Participants the hall can accommodate :
 - Toilet facilities near the training hall: Available /Not Available
 - Kitchen / Catering facilities : Available / Not Available
2. Own Items and items to be hired. (e.g. LCD, Chairs, generator etc.)

Sl. No	CLASSIFICATION	STATUS	
		OWN	TO BE HIRED
01.	COMPUTER		
02.	LCD PROJECTOR		
03.	WHITE BOARD		
04.	CHAIRS		
05.	TABLES		
06.	GENERATOR		

3. Any other alternative training / residential venue available ;
Yes / No If Yes then the details of the venue;
4. Whether boarding / lodging facilities available in the training centre or hired somewhere else? Available / not Available
- If hired, distance from the training location :
 - No. of rooms and no. of participants the rooms can accommodate.

Sl. No	ROOM TYPE	No. AVAILABLE	Toilet Facility
01.			
02.			
03.			

No. of participants each room can accommodate :

Room for Resource person :

Separate rooms for male and female : Available / Not Available

Facilities in the room (e.g. bed, mattresses, pillow, blanket, fan, etc): Available / Not Available

Rooms are furnished :

SL. NO	CLASSIFICATION	STATUS	
		AVAILABLE	TO BE HIRED
01.	Cot		
02.	Mattress		
03.	Pillow		
04.	Blanket		
05.	Fan		
06.	Light		

Separate toilets for male and female : Available / Not Available

Arrangement of food in the location ; Available / Not Available

Water and electricity facilities in the venue : Available / Not Available

(NOTE: Kindly attach photographs of the training hall, rooms for accommodation, toilets, kitchen etc in subjective detail)

Certified that the above furnished information is correct to the best of our knowledge. It is understood that tendering false information will result in SIRD recalling the assistance and stopping further funding

Counter signed by the Member of the Executive Body

Authorized Signatory:

Name:

Designation:

Name:

Place:

Designation:

Date:

XIII. Operational Guidelines for Empanelment of Technical Agencies for Preparing Media Resources

1. **Introduction:** The NCBF 2022 advocates “Hybrid Model of Training” with a combination of online and offline interventions, leveraging emerging technologies such as web-based learning platforms, Integrated Learning Management Systems, Virtual Reality/ Augmented Reality, Metaverse with assisted learning, etc. Effective learning is possible with copious use of digital learning material and also to reach out to large number of stakeholders. Leveraging e-learning platforms is the way to reach out and enable continuous learning by the stakeholders. In order to effectively use this new approach, high quality technical expertise is needed among the implementors, which is usually lacking, especially in this new area. Therefore, it is essential to enlist/empanel the expert agencies or set up professional groups to undertake this task. There is also a system or process is to be lay down to prepare the digital content in various forms which will be available for the training institutions, or they can enlist for development.
2. **Objective:** The objective is to provide a step-by-step guide for empanelment of technical agencies who are skilled in using the latest software and equipment to produce engaging and informative media resources; preparation of such resources and effective e-learning material, for CB&T of PRIs under Revamped RGSA.
3. **Scope:** This SoP is applicable to the State PR department and SIRDPR / PRTIs to use technology for CB&T of PRIs
4. **Procedure**
 1. **Procedure for empaneling Technical Agencies:** The following steps should be followed for empanelment of technical agencies for preparing media resources
 - Depending on the competency of the in-house teams, the need for taking the help of technical agencies may be assessed. In order to avoid, elaborate bidding process or difficulties of fixing the agencies for this purpose, it is envisaged through these guidelines to empanel technically competent agencies for leveraging their help to prepare the resources.
 - Map the media resources viz., videos, snippets, video lectures, best practices documentaries &, e- learning material documentaries, to be made with scope, objectives, and target audience for these resources, and outcomes, technical and creative requirements, format, duration, delivery mode etc., and depending on the technical competency of the

in-house teams, arrive at the number and type of technical agencies that need to be empaneled for assisting the State/SIRDPRs.

- Such empaneled agencies will be reviewed and renewed for every 3 years. Any new agency can join the empaneled list if they qualify the minimum standards to be laid down.
- After assessing the number and type of agencies to be empaneled, describe the work to be done, approximate quantum of work, technical requirements of such material going to be prepared, and prepare a draft request for proposal (**RFP**). RFP document should clearly outline the scope of work, technical requirements for the empanelment of technical agencies, evaluation criteria, timelines, and instructions for submission, other terms and conditions for submission of proposals . The RFP document should be reviewed and approved by relevant stakeholders.
- After technical and financial requirements are laid down, the final criteria of shortlisting/empaneling them will be based on per unit cost of output viz., an interactive video, digital documentary, e learning module etc. Once empaneled, the time-to-time requirement will be given to the empaneled agencies and take the simple quote of costing.
- **Provide clarifications:** Since the subject is highly technical and evolving, enable the participants to understand your requirements clearly and changes that may be required from time to time as things will be evolving.
- After due process of inviting the expression of interest from agencies is done and received the proposals, the RFP document will be evaluated by a special committee constituted under the leadership of the Director of SIRDPR and short list and enlist the agencies that qualify the minimum technical criteria. It is ideal to have 4 or more empaneled agencies for this purpose.
- Sign a contract with all these agencies for the prescribed period with roles and responsibilities of the agencies and SIRDPR.
- As and when requirement of preparation of media resource is occurring, the specifications/requirements, format, duration of the content etc should be circulated in the form of a requirement document, among the empaneled agencies and seek the financial quote with deliverables and terms of payment. Since they are already technically evaluated, technical bid is not required at this stage and also following minimum timelines can be relaxed for fixing the agency for delivering the output.
- It may be ensured that all empaneled agencies will be given work during the year so that they will continue in the list and also, they can be further assessed for their competence and professionalism based on their performance.
- Monitoring and concurrent corrections- Monitor the work being performed by the agencies and if they are falling short, new agencies can be enrolled following the above process.
- If some agency expresses desire to get enrolled the request can be taken in the prescribed format and evaluate. If the agency qualifies for the requirements, then same can be empaneled.

2. Preparation of Media Resources

The media resources may consists of ;

- **Videos:** Short training videos can be created to explain complex concepts, showcase best practices, and provide step-by-step guidance on various processes and procedures. These videos can be easily shared on social media and other digital platforms.
- **Info graphics:** Info graphics can be used to visually represent information and data related to Panchayati Raj. These can include maps, charts, diagrams, and other visual aids that make it easier to understand complex information.
- **Audio resources:** Audio resources such as podcasts, audio guides, and audio training modules can be developed to provide Panchayati Raj functionaries with access to learning resources on-the-go. These can be accessed via mobile phones or other audio devices.
- **E-books and digital guides:** E-books and digital guides can be created to provide comprehensive information and guidance on various aspects of Panchayati Raj. These can be easily distributed via email or other digital platforms.
- **Online quizzes and assessments:** Online quizzes and assessments can be developed to test the knowledge and skills of Panchayati Raj functionaries. These can be designed to be interactive and engaging, and can provide instant feedback and results.
- **Case studies and success stories:** Case studies and success stories can be developed to showcase examples of successful Panchayati Raj projects and initiatives. These can provide inspiration and motivation to functionaries, and help in promoting best practice.
- Identify the appropriate digital platform which is any electronic tool for communication includes desktop, mobile, social and software etc which include websites, Portals and Social Media etc. The platforms may include, inter-alia;
 - **Learning Management Systems (LMS):** An LMS is a software application that enables the creation, delivery, and management of online learning courses and training programs. An LMS can be developed to provide a variety of training courses, webinars, and other learning materials to Panchayat Raj functionaries
 - **Mobile applications:** Mobile applications can be developed to provide with access to training modules and other learning resources on their smart phones. This can help in reaching a large numbers who may not have access to computers or laptops.
 - **Virtual Classrooms:** Virtual classrooms are online learning environments where participants can interact with trainers and peers in real-time. Virtual training sessions can be organized using video conferencing tools like Zoom, Skype, or Google Meet. These tools are useful to conduct live training sessions, webinars, and interactive workshops
 - **E-learning modules:** E-learning modules can be developed to provide with access to self-paced online courses that they can complete at their own convenience. These modules should include videos, quizzes, and interactive exercises to make the learning experience engaging.

- **Knowledge management systems:** ICT can be used to develop knowledge management systems that can store and manage learning resources, best practices, and case studies related to Panchayat Governance & Rural Development.
 - **Gamification Platforms:** Gamification platforms use game mechanics and game design techniques to engage learners and motivate them to learn. These platforms can be developed to provide Panchayat Raj functionaries with access to gamified training modules that are fun, engaging, and interactive.
 - **Collaborative Learning Platforms:** Collaborative learning platforms facilitate learning through collaboration and peer-to-peer learning. These platforms can be developed to provide Panchayat Raj functionaries with access to social learning environments where they can interact with other functionaries, share knowledge, and learn from each other.
 - **Social Media Tools:** A general social networking platforms include Face book, Twitter, YouTube and link din etc which allows users to connect with friends and family, join groups, and share photos and videos
- **Develop a content plan:** Develop a detailed content plan for the media resources, including the topics, learning objectives, and instructional strategies. The content plan should align with the organization's goals and objectives for capacity building and training.
 - **Create the script:** Based on the content plan, create a script for the media resources that is clear, concise, and engaging. The script should be reviewed and approved by relevant stakeholders.
 - **Produce the media resources:** Produce the media resources, by shortlisting one or more of the empaneled agencies. The media resources should be easily accessible and user-friendly, relevant, informative, and adheres to the guidelines laid down by the State. Use high-quality visuals, graphics, and videos where appropriate to make the content more engaging.
 - **Review and quality assurance:** Review the media resources to ensure that they are technically accurate, culturally appropriate, and free of errors. Conduct quality assurance testing to ensure that the media resources are effective in achieving the learning objectives.
 - **Cleaning the data :** To clean data by removing irrelevant, duplicate, or spammy posts and comments from dataset. Also validate data by checking the accuracy, consistency, and completeness of your data. This is necessary to ensure that one is working with reliable and representative data that reflects the reality of target audience
 - **Launch and promote the media resources:** Launch the media resources and promote them through various channels, such as the organization's website, social media, and newsletters. Ensure that the media resources are widely available to the target audience

- **Review and Continuous Improvement:** Regularly review and update the social media management strategy and tactics to ensure alignment with the Ministry's goals and objectives. Use insights gained from monitoring and evaluation to improve the content strategy and engagement management
- **Training of Faculty / Resource Persons:** Ensure all staff responsible for social media management are trained on the best practices and guidelines for social media management. Conduct regular training sessions to keep the staff updated on the latest trends and features of social media platforms.
- **Regular Reporting:** Produce regular reports to share with senior management and stakeholders, highlighting key performance indicators, progress and challenges, and recommendations for improvement
- **Responsibility :** The State PR department / SIRDPR are responsible for getting the Media Resources prepared from the empanelment of Technical Agencies for use in CB&T of PRIs.

3. Preparation of Documentaries

- Many PRIs in the country show innovative approaches, best practices, and effective strategies in public service delivery and in reaching out to marginalized sections. Documentaries on these approaches help the target audience to relate the results directly to their everyday experience and facilitate an understanding of complex real life problems encountered in Panchayat Governance. The documentaries focus on issues that are fundamental to understanding the Panchayati Raj System such as planning for economic development, social justice and delivering SDGs etc,. The documentaries bring out the richness of phenomenon and the extensiveness of the real life context. The documentaries may be developed in-house or through empaneled agencies. The steps enlisted below will accordingly apply to both of the routes.
- **Define the requirements:** Identify the technical and creative requirements for producing the documentaries. This may include specifications for the content, format, duration, and delivery modes.
- **Develop a content plan:** Develop a detailed content plan for the documentaries, including the topics, best practices, and case studies to be covered. The content plan should align with the organization's goals and objectives for promoting good governance in Panchayats.
- **Identify the stakeholders:** Identify the stakeholders who can provide insights and perspectives on the best practices in Panchayat governance. This may include government officials, Panchayat representatives, civil society organizations, and subject matter experts.
- **Research and Concept Development:** Gather the idea or concept for the documentary. This involves researching the subject matter thoroughly and identifying the story that the filmmaker wants to tell. Conduct research and interviews with the stakeholders to gather information and insights on the best practices in Panchayat governance. Ensure that the interviews are structured and conducted in a professional and ethical manner.

- **Pre-production:** Plan the logistics for the production of the documentaries, such as location scouting, hiring crew, and arranging for equipment. Develop a production schedule and budget.
 - **Script development:** Based on the content plan and research, develop a script for the documentaries that is clear, concise, and engaging. The script should be reviewed and approved by relevant stakeholders.
 - **Location Scouting:** The filmmaker will need to identify the locations where the documentary will be shot. This may involve traveling to different places to scout for suitable locations that will help to tell the story effectively.
 - **Crew and Equipment:** The filmmaker will need to hire a crew and obtain the necessary equipment for the shoot. This includes camera equipment, sound equipment, lighting, and any other gear required.
 - **Casting:** If the documentary involves interviews or re-enactments, the filmmaker will need to cast the appropriate talent for the roles
 - **Budgeting:** A budget is created to ensure that the documentary can be completed within the available resources. This includes estimating the costs of crew, equipment, travel, and any other expenses.
 - **Legal and Clearance Issues:** The filmmaker must ensure that all legal and clearance issues are addressed, including obtaining release forms for any individuals who will be appearing in the documentary.
-
- **Production:** Shoot the documentaries, ensuring that the footage is of high quality and that the stakeholders are comfortable with the filming process.
 - **Setting up the Location:** This involves setting up the camera, lights, and sound equipment at the location where the scene is being filmed.
 - **Conducting Interviews:** If the documentary involves interviews, this is the stage when they are conducted. The interviewer will ask the questions, while the interviewee responds. The camera and sound operators will capture the footage.
 - **Filming / Footage:** In addition to interviews, the production stage involves filming B-roll footage. This refers to footage of the subject or the environment that will be used to provide context or enhance the story. For example, if the documentary is about a natural disaster, B-roll footage might include shots of the affected area, the wreckage, and the rescue efforts.
 - **Recording Sound:** Sound is a crucial aspect of documentary filmmaking. In addition to recording dialogue during interviews, sound operators will also capture ambient sound, such as background noise, to create a more immersive experience for viewers.
 - **Reviewing Footage:** Throughout the production stage, the filmmaker will review footage to ensure that everything is going according to plan. This may

involve making adjustments to lighting, sound, and camera angles to get the desired effect.

- **Adapting to Changing Circumstances:** Documentary filmmaking often involves unexpected challenges, such as weather conditions or sudden changes in the situation. The production team must be flexible and adaptable, making changes as necessary to capture the story effectively.
- **Post-production:** Edit the footage and create a rough cut of the documentaries. Incorporate feedback from stakeholders and make necessary revisions. Add narration, music, and other elements to enhance the impact of the documentaries.
 - **Editing:** The editing process involves reviewing and selecting the footage that will be included in the final documentary. This involves piecing together scenes, cutting footage that is not needed, and arranging the footage in a way that tells the story effectively.
 - **Sound Design:** Sound design is a crucial aspect of documentary filmmaking. This involves adding and mixing sound effects, music, and ambient noise to create an immersive experience for viewers. Sound designers may also clean up and enhance the dialogue and other audio elements.
 - **Color Correction:** Color correction involves adjusting the colors of the footage to ensure that they are consistent and visually appealing. This may involve correcting color imbalances, adjusting the brightness and contrast, and adding color effects to enhance the mood.
 - **Visual Effects:** Visual effects are used to enhance the footage and create a more immersive experience for viewers. This may involve adding animations, text overlays, and other visual elements to help tell the story.
 - **Finishing:** Finishing involves finalizing the sound mix, color correction, and visual effects to create a seamless and polished final product. This may also involve adding end credits, logos, and other finishing touches.
 - **Delivery:** The final step in post-production is delivering the documentary to the intended audience. This may involve creating various versions for different platforms and formats, such as television broadcast, online streaming, or film festivals.
- **Review and quality assurance:** Review the documentaries to ensure that they are technically accurate, culturally appropriate, and free of errors. Conduct quality assurance testing to ensure that the documentaries effectively showcase the best practices in Panchayat governance.
- **Launch and promote the documentaries:** Launch the documentaries and promote them through various channels, such as the organization's website, social media, and newsletters. Ensure that the documentaries are widely available to the target audience.

- **Evaluate the impact:** Evaluate the impact of the documentaries on promoting good governance in Panchayats. Use feedback from the target audience to improve the documentaries and inform future initiatives.

4. Developing E-learning Material

- **Introduction :** E-learning is a form of training & development that uses electronic technologies to deliver learning content, often via the internet. E-learning can be accessed from anywhere with an internet connection and can be self-paced, instructor-led, or a combination of both. E-learning is beneficial for online training in several ways. It provides flexibility and convenience for learners as they can access the course content and complete assignments at their own pace . e learning offers cost savings for both the learners and the trainers as there are no travel costs or expenses associated with in-person training. The digital content can be customized to meet the specific needs of individual learners, allowing for a more personalized learning experience
- **Identify the need:** Determine the need for e-learning material for online training on Panchayat governance and rural development. Define the scope, objectives, and target audience for the e-learning material.
- **Define the requirements:** Identify the technical and creative requirements for producing the e-learning material. This may include specifications for the content, format, duration, and delivery modes.
- **Develop a content plan:** Develop a detailed content plan for the e-learning material, including the topics, learning objectives, and instructional strategies. The content plan should align with the organization's goals and objectives for promoting good governance in Panchayats and rural development.
- **Needs Analysis:** Before creating story board, the instructional designer needs to understand the target audience, learning objectives, and expected outcomes. This involves conducting a needs analysis, which includes gathering information about the learners, their current level of knowledge, skills, and experience, as well as the organization's goals and objectives.
- **Develop the content:** Develop the content for the e-learning material, including text, images, videos, and interactive elements. Ensure that the content is engaging, easy to understand, and aligned with the learning objectives.
- **Creating Storyboard:** Storyboard is an important part of the e-learning development process. The Storyboard captures the complete “story” of the content shared by the Subject Matter Expert (SME). The storyboard present the content into a sequence of slides, which will correspond to the screens of the final e- module. Effective content visualization is vital for developing effective storyboard. The storyboard should be reviewed and approved by relevant stakeholders.
- **Elements of storyboard -** The storyboard has the following major elements
 - Course Information: Course / Module , version and script page number
 - Screen Label: Lesson number and slide number.

- Audio narration: The text for audio narration.
- Graphics : Verbal description of what will appear on screen graphically.
- On-screen text: The text that appear on the screen .
- Navigation: Navigation options such as Next button and Main Menu etc
- **Beginning the Storyboard:** The storyboard begins by letting the learners know why the course exists and how it is going to benefit them. The learners should be able to see the meaning and the relevance of the material covered. The learning points are explained using multimedia, wherever required. The learners should feel that this module is very useful for their performance improvement. Ways to begin the e-module :
 - Tell a short story, create a short comic, a short video or narrate a picture story
 - Ask a thought provoking question.
 - Outline an incident (could be good or bad) where something happened because someone did something right or wrong.
 - Show a visual aid and ask a questions about it.
- **Engaging the Learners :** “Learners engagement” in e- learning is critical for success of online course. A strong motivation for users to take part in online course comes from the structure of the content presented. If the learning objectives are not directly supporting in the job performance , the learners can't see any useful purpose in engaging in e- learning activity
- **Content Chunking:** For successful e;-learning the contents need to be delivered in the form of “information nuggets” / “Snippet” . For this, the content should be divided into several bite-sized, “independent” chunks. Chunking improves learner engagement and facilitates easy digestion of learning content. Content chunking also allow flexible scheduling of time for self learning.
- **Content Presentation:** Content plays an important role and it needs to be supported by graphics, images, and rich animation. A logical structure will help the content flow and aid the learner’s understanding. Lesson plan is organised in such a way that the learners can learn on their own without external help. Following are some of the tips for content presentation
 - Include only “Need to Know” (main idea, concept, step or action) and avoid “nice to know” information
 - Get to the point using short simple sentences.
 - Add examples to help learners to make sense of the illustrated concepts
 - Use tables or bulleted lists to present key points
 - Personalize the material using the words “You” or “We”
 - Transit to the next screen with questions like, “What is likely to happen next?”

- Make the learner click some link or icon to reveal additional information, as part of interactivity
 - Put key points in boxes or balloons to make them stand out
- **Develop the technical infrastructure:** Develop the technical infrastructure for delivering the e-learning material, such as an online learning management system (LMS), a website, or a mobile application. Ensure that the infrastructure is user-friendly and accessible to the target audience.
 - **Design and Development:** Once the needs analysis is complete, the instructional designer can begin to design and develop e-learning materials. This involves selecting appropriate instructional strategies, such as videos, interactive exercises, quizzes, and assessments. It has to be ensured that the content and visual elements are consistent with the storyboard. Incorporate interactive elements, such as quizzes, assessments, and simulations, to enhance the learning experience.
 - **Review and Evaluation:** Once the instructional materials are developed, the instructional designer should review them to ensure that they are accurate, relevant, and effective. The instructional designer should also conduct a pilot test of the materials with a small group of learners to evaluate their effectiveness
 - **Review and quality assurance:** Review the e-learning material to ensure that it is technically accurate, culturally appropriate, and free of errors. Conduct quality assurance testing to ensure that the e-learning material is effective in achieving the learning objectives.
 - **Launch and promote the e-learning material:** Launch the e-learning material and promote it through various channels, such as the organization's website, social media, and newsletters. Ensure that the e-learning material is widely available to the target audience.
 - **Evaluate the impact:** Evaluate the impact of the e-learning material on promoting good governance in Panchayats and rural development. Use feedback from the target audience to improve the e-learning material and inform future training initiatives
 - **Guidelines for Development e-learning Courses :** For developing the e-learning content following should be kept in mind:
 - **General concerns**
 - ❖ The media elements should be “peppy” (lively and high-spirited) to engage the learners, promote interest and support knowledge acquisition.
 - ❖ The formatting and design should optimizes the content and enhance visual appeal. The screens should appropriately use NIRD PR / SIRDPT branding
 - ❖ The technical agency shall understand the contents of each unit and present the contents systematically for conceptual understanding
 - ❖ Diagrams, graphs, flow charts, lists and tables etc shall be used to enable the learners to understand the content.
 - ❖ Long or complex animations shall be segmented to allow learners to access each chunk at their own pace rather than playing all the steps continuously

- ❖ Each unit will be a linear sequence of screens which shall include text, graphics, animations, audio, video and interactivity.
 - ❖ Each unit of the module shall explain only 3-4 concepts in 10-12 screens
 - ❖ Each unit will be followed by an assessment containing 10-15 objective type questions to test the conceptual understanding
 - ❖ The courseware should have the ability to link to internal and external resources such as websites, embedded documents, images and videos etc
- **Orientation:** The e-learning material need to provide a clear course map or a menu and a orientation frame to indicate the learner's current location within the course
- ❖ It should have functional tracking features such as the units, modules that have been completed through check marks or progress bar etc.
 - ❖ The learner should be able to start or exit the course without any hassles. He should also be able to resume the course from the point where he left.
- **Navigation:** Course interfaces should allow the following navigation
- ❖ Course and lessons menus, which allow learners to select specific lessons and topics within the course
 - ❖ Previous, next and reload buttons to permit control of pacing within a lesson.
 - ❖ The learner interface, navigation buttons and links etc should be user friendly
 - ❖ The learner should know where he/ she is within the course and can move easily within and between modules.
 - ❖ The learner must be able to stop the course at any time and restart it from the same point.
 - ❖ It should also allow the user to move back and forth and return to the main menu, easily.
- **Technology:** The e-learning modules / lessons must conform to industry technical and instructional standards.
- ❖ The courseware should be developed to ensures interoperability and portability
 - ❖ The course should be fully integrated and developed in non proprietary web technology (such as HTML5)
 - ❖ The modules should be responsive across all types of devices such as PCs, Lap tops, Tablets and Smart phones .
 - ❖ The course should be independent of Operating system, browsers and resolutions. It should also avoid dependency on additional plug-ins and installations
 - ❖ Learner registration, log-in and real time access should be handled through Moodle. The lessons shall be accessible from a server using intranet or internet.

- ❖ The assessment questions / quizzes provided under each unit need to be developed using Moodle plug-ins
 - ❖ It is desirable that every linear lesson should have the appropriate mix of Video / images / Graphics /Animation /Interactivity /Text
 - ❖ The Audio / Voice Over/ music synced with all the media components.
 - ❖ The courseware should be able to capture user data , track and report the learner's performance within a module and whole course
 - ❖ The formatting, main heading, sub-heading, screen content and audio etc should be consistent
 - ❖ The Technical Agency shall ensure the legibility of text and graphics in terms of backgrounds, text-labels, headings and style.
 - ❖ The modules should be accessible to the learners with low bandwidth.
- **Implementation / Maintenance:** The Training Institution shall monitor the e- learning materials that are in use, for any necessary updates or modifications
- ❖ The Technical Agency shall work with concerned training institution and support in evaluation of the courseware , its usability, applicability and relevancy through usability testing
 - ❖ The Technical Agency shall carry out required modifications to modules based on formative and summative evaluations / user testing including post production changes if any
 - ❖ All the resources and materials developed will be the intellectual property of MoPR / NIRD PR / SIRDPR and that the courseware will be owned, operated, maintained by the respective training institution .

XIV. Operational Guidelines for Pre-Election sensitization campaign to ensure right people get elected to the PR system as ERs

- 1. Introduction:** Voter education is very essential to make voter as an informed citizen for selecting good elected representatives in Panchayat election. It will strengthen active participation of voters in Panchayati Raj elections. It is also essential to encourage the right kind of people and youth to participate in the elections and enable them to get elected to lead the PRIs.
- 2. Objective:** The purpose of this SoP is to provide guidance to the state PR department and election officials and field staff on how to conduct pre-election campaigns for voter's education in Panchayati Raj elections. The SOP aims to ensure that all eligible voters are informed about their voting rights and responsibilities and are encouraged to exercise their right to vote to ensure right people get elected to the PR system as ERs
- 3. Scope:** This SoP applies to all election officials and field staff involved in conducting PR elections and the PR department of the State will be the Nodal agency.
- 4. Procedure:** The following steps should be followed for Pre-Election sensitization campaign to ensure right people get elected to the PR system as ERs
- 5. Collaboration with SECs:** . Effective work with SECs is a must for launching pre-election awareness campaign about the role and importance of Local governments and igniting the local passionate youth to join the elections and take up the leadership with right ideals for sustainable development. Awareness creation is a continuous process and SECs can be constantly engaged with, for this process, including post election ecosystem creation.
- 6. Identification of Target Voters/stakeholders:**
 - The Electoral Registration Officer (ERO) will identify and prepare a list of voters who need voter education.
 - The target voters may include first-time voters, women voters, senior citizens
 - Provide necessary information to the field staff on the target voters.
 - Ensure that all voter education materials are available to the field staff.
- 7. Training**
 - The District Election Officer (DEO) will organize training for all election officials and Voters on their role and responsibilities
 - The training will include election process, voting procedures and the importance of voting
 - Overall supervision and coordination of the pre-election campaign is the responsibility of DEO
 - Ensure that all election officials and field staff are trained on the SOP and their responsibilities.

- He Provide necessary resources for the campaign & Monitor the implementation of the campaign

8. Voter Education Materials:

- The Electoral Registration Officer (ERO) will Identify and prepare a list of voters who need voter education
- ERO will ensure that all voter education materials such as pamphlets, posters, and brochures are available to the Booth Level Officer .
- Provide necessary information to the field staff on the target voters.
- Ensure that all voter education materials are available to the field staff

9. Pre-Election Campaign:

- The Booth Level Officer (BLO) will conduct door-to-door visits, organize street plays, rallies etc., to educate voters about the election process, voting procedures, and the importance of voting and encourage the youth to contest to lead.
- The PR department in guidance with SIRDPR/ETCs sensitise the youth to join the fray for their own benefit and create model villages with their initiatives.
- Involve the NGOs, CSOs to spread the importance of the Panchayat governance and the need for ensuring right leadership for such important institutions.

10. Monitoring:

- The DEO/District PR nodal officer will monitor the implementation of the campaign and ensure that all eligible voters are informed about their voting rights and responsibilities.
- State PR Department in addition to providing funds, will spearhead to sensitise the public on the importance of the Local Governments and electing right persons for leading these institutions. SIRDPRs may assist the department and come up with various creatives for the purpose.

XV. Operational Guidelines for Sensitizing Media for Positive Coverage

Title: Operational guidelines for sensitizing media for positive coverage of the PRIs and their functioning

1. **Introduction:** Media plays an important role in shaping public opinion and disseminating right information to the masses. In the case of Panchayati Raj, media can help create awareness among the people about the importance of decentralization of power and the role of local self-government in the development of rural area. They can also spread the good work done by the PRIs from time to time and ignite leaders of other PRIs to emulate such good work.
2. **Objective:** the objective of this SoP is to sensitizing the media to create a positive image of the PRIs. This will create a better understanding of local governance and its role in rural development. It can also help create an informed citizenry that actively participates in the decision-making process of local self-government.
3. **Scope:** This standard operating procedure applies to state PR department and SIRDPR and other stakeholders responsible for media engagement and communication.
4. **Procedure:** The following steps should be taken for Sensitizing Media for positive coverage
 - Establish a good rapport with the media agencies and their personnel through Personal relations officer or the nodal officer at each level of the PRIs.
 - The media to be covered will include print, visual, social media channels.
 - Organise various public events and involve the media to publicise the events
 - Enlist the innovative efforts, success stories, creative activities, achievements and enable a system to feed the media agencies. Develop a compelling story or message that showcases the organization's contributions, achievements, and objectives. The pitch should be aligned with the media outlet's interest and focus.
 - **Schedule a meeting:** Schedule a face-to-face meeting with the journalist, reporter, or editor. During the meeting, share the organization's mission, vision, and values, and explain how they align with the media outlet's editorial policies.
 - **Sensitize / train the media personnel/their controlling superiors** about the importance of the PRIs, and various activities that are part of CB&T. The training must happen at block level, district level and State and National level to ensure sufficient space in their communications about the PRIs and their activities.
 - Arrange to feed the stories from time to time, participate in the debates organized by the media and promote writing stories about various success stories. It is to be noted

that the media is also looking for good and right content and making an institutional mechanism to feed the stories will make the difference.

- **Follow-up:** Follow-up with the journalist, reporter, or editor after the meeting to ensure that they have all the necessary information and to answer any follow-up questions they may have.
- **Monitor media coverage:** Monitor media coverage of the organization to evaluate the impact of the sensitization efforts. Keep track of any positive coverage and address any negative coverage.
- **Repeat the process:** Repeat the process regularly to maintain a positive relationship with the media and keep them updated on the organization's achievements and contributions.

XVI. Operational Guidelines for Sensitization of MLAs, MPs, sectoral officials to look at PRIs as vehicles of sustainable development

Title : Guidelines for sensitization of stakeholders like MLAs, MPs to look at PRIs as vehicles of sustainable development in every sector

- 1. Introduction:** Members of Legislative Assembly (MLA) and Members of Parliament (MP) as elected representatives hold significant positions in society who are responsible for making laws and policies that affect the lives of the citizens of their respective constituencies and the country as a whole. They also influence the ecosystem of the PRIs and sensitizing them along on the importance of PRIs can help in strengthening of PRIs and promoting their active participation in the development process.
- 2. Objective:** The purpose is to provide a systematic process for sensitizing stakeholders such as MLAs, MPs, senior officials, sectoral officials, and line departments to look at Panchayati Raj Institutions as vehicles of sustainable development in every sector.
- 3. Scope:** Applies to MoPR, State PR department, NIRDPR, SIRDPR and other stakeholders involved in sensitization of MLA & MPs and Senior officers of Line Departments .
- 4. Procedure:** The following steps should be followed for Sensitization of e MLAs, MPs, to look at PRIs as vehicles of sustainable development in every sector
 - Involving and participation of MLAs and MPs in the activities of PRIs, and making them realise the importance of the local governments or nudge them to support the PRIs is a very delicate process and a systematic effort is required on the part of the MoPR, State PR departments, NIRDPR, SIRDPRs etc.,
 - Their participation for sensitization / training programmes will be coordinated through the office of the Speaker of the Legislative Assembly and Speaker/Chairman of both houses of the Parliament.
 - NIRDPR should initiate the process of tying up with the speaker/chairman of the Parliament to organize the sensitization programmes during the sessions of the parliament.
 - NIRDPR may also structure the training programmes for MPs/MLAs at their campus and seek nominations by writing to Speaker/Chairman of the houses of the Parliament and the speaker of the Legislative Assembly.
 - The State/SIRDPRs shall also organize such programmes for their MLAs/MPs either during the sessions or separately on important events, programmes etc.,
 - Well structured programmes must be organized with high level of resource persons who can command the attention of the elected representatives of the Assembly/Parilament.

- Arranging field visits to successful panchayats to the members can bring a change in their beliefs towards PRIs and ensure their participation and cooperation in the activities of the PRIs.
- **Conduct a baseline survey:** Before the sensitization program begins, a baseline survey should be conducted to assess the knowledge and awareness levels of the stakeholders regarding PRIs and sustainable development and their beliefs/impressions about PRIs. This will help in designing/modulating the sensitization programs effectively.
- Sensitization programmes can be in the form of workshops, lunch on interactions, screening of activities of the awardee PRIs.
- **Develop IEC material:** IEC material should be developed to provide stakeholders with information on the benefits of PRIs and their role in sustainable development. The material could include brochures, posters, and videos.
- **Create a knowledge-sharing platform:** Creating a knowledge-sharing platform can help to disseminate information about the best practices, success stories, and challenges faced by PRIs. The platform can be in the form of a website, blog, or social media group.
- **Monitor and evaluate:** The sensitization program should be monitored and evaluated to assess its effectiveness. This could include conducting surveys, analyzing feedback, and assessing the impact of the program on the stakeholders.

5. Responsibilities

- a) **PR &RD Dept:** Overall ownership of the programmes have to be by the Department of Panchayati Raj and Rural Development which takes the lead in organizing sensitization programs contacting the various officers and officials at levels and departments
- b) **Civil Society Organizations (CSOs):** CSOs working in the field of rural development can play an important role in engaging with political leaders. They can organize workshops, seminars, and conferences to create a platform for engagement.
- c) **Academic institutions and their expert resources** working in the field of rural development can engage with political leaders to create awareness about the role of PRIs . They can provide evidence-based information and research findings to support their engagement.
- d) **Media:** Media can play an important role in creating awareness. They can highlight the success stories of PRIs and their contribution to sustainable development through their news reports, documentaries, and interviews.
- e) **Non-Governmental Organizations (NGOs):** NGOs working in the field of rural development can engage with political leaders to create awareness about the role of PRIs in sustainable development. They can collaborate with PRIs to implement development programs and create a platform for engagement

XVII. Operational Guidelines for Effective Campaign to Create Awareness in the Public About the Panchayati Raj System for their effective Participation

1. **Introduction:** Creating awareness in the public about the Panchayati Raj system is crucial to enable their effective participation in the governance of PRIs. States /UTs should take up awareness creating programs and IEC activities for effectively communicating relevant information to the target audience, leading to increased participation in the activities and governance of the PRIs and better outcomes for the community.
2. **Objective:** The purpose is to outline the steps to be taken to create awareness in the public about the Panchayati Raj system, its benefits, and how they can effectively participate in it.
3. **Scope:** These guidelines are useful for State PR departments, NGOs, CSOs, SIRDPRs.
4. **The clientele** for this purpose may include, inter-alia, Local residents, Youth groups, Women's groups, Minority communities, Farmers, Business owners, Educational institutions, Faith based organisations, Non resident Panchayat citizens etc.,.
5. **The sensitization** of the public may include, inter-alia, the history and importance of the Panchayati Raj system, local governments, decentralized governance etc, the role and responsibilities of Panchayat officials, elected representatives, the benefits of effective participation in the Panchayati Raj system, how to participate in the Panchayati Raj system, the rights and duties of citizens in the Panchayati Raj system, sustainable development, state support to PRIs, financial resources to PRIs etc.,.
6. **Develop Communication Material:** After identifying the relevant information, the next step is to develop communication material which may include, pamphlets and brochures, posters and banners, audio-visual material such as videos and presentations, Social media posts, Public meetings and events, cultural jathas etc.,.
7. **Disseminate** the information to the target audience which can be done through, inter-alia, door-to-door campaigns, public meetings and events, Social media platforms, Local newspapers and magazines, Community radio stations, organizing model panchayats in

schools, Bala sabhas, Mahila Sabhas, Organising 'kala jathas' with slogans/songs on local governments

- 8. Follow-Up and Feedback :** The final step is to follow-up with the target audience and gather feedback on the effectiveness of the communication material. This can be done through, Surveys and questionnaires, Focus group discussions, Feedback forms, Social media polls
- 9. Responsibility:** The responsibility for creating awareness about the Panchayati Raj system lies with the individuals/organizations such as Panchayat officials Local NGOs, Community leaders, Government officials, Educational institutions etc.,

XVIII. Operational Guidelines for Capacity Building and Training of Panchayati Raj Institutions (PRI) for mobilization to their full potential of Own Source of Revenue(OSR)

- Introduction - The passage of 73rd Constitutional Amendments incorporating Part IX and IXA of the Constitution has accelerated the process of decentralization with greater devolution and delegation of powers to local governments. States may empower the rural and urban local governments to levy, collect and appropriate certain taxes, duties, tolls and fees, etc., and also assign to them the revenues of certain State level taxes subject to such conditions imposed as well as grants-in-aid may also be provided to these local governments.
- **Scope:** This SOP applies to all stakeholders for capacity building and training of PRI members, including government agencies, development organizations, SIRDPRs, ETCs, State PR departments etc.,.
- The objective of the SOP document is to capacitate the Officials, PRI members and other critical stakeholders in appreciating the need and importance for enhanced Own Source of Revenues (OSR) which can enable the PRIs to get empowered and feel confidence to undertake various statutory/ delivery of emergent public services leading overall sustainable development and make the PRIs local self governments in true sense.
- **Procedure:** The following steps should be followed for conducting for CB&T of PRIs for raising OSR
 - **Conduct Training Needs Assessment (TNA)**, of the Panchayati Raj functionaries, related to OSR, if it is not adequately covered in overall TNA which ought to have been used to make the perspective plan/annual plans. The needs assessment should cover areas such as current revenue generation practices, challenges faced, and areas where capacity building is required.
 - **Identify State wise Potential Revenue Sources in terms of** tax and non tax sources of revenue for the PRIs, which can be done through listing out taxation powers given to PRIs under respective State PR Acts., survey of the local area, identifying the needs and demands of the community, and assessment of potential revenue resources.
 - **Bye Law of a Gram Panchayat:** The Gram Panchayat need to frame its bye laws for collection of taxes and non taxes under the provisions of respective State PR Acts. The draft Bye Law, approved by the Gram Panchayat, shall be published by giving notice duly mentioning where and within how many days the objection, or correction proposal should be submitted. Considering the objections and suggestions of the people, the final Bye Law would be approved in the meeting of the Gram Panchayat and then has to publish the same. A Gram Panchayat can collect tax fee, rate or toll etc on the basis of approved bye laws

- **Develop the Training Content** : Based on the TNA and state wise revenue potential , appropriate content should be developed for the training. It should be divided into different modules or sessions. The content should cover topics such as:
 - The concept of own source revenues for PRIs
 - Importance of raising OSR
 - Legal provisions & Potential sources of OSR
 - Enablement of bye-laws, rules and procedures
 - Process & Activities for OSR mobilization
 - Best practices for revenue generation and its management
 - Role and responsibilities of different functionaries

- **Identify the State Level Master Trainers (SLMTs)** : Once the training content has been developed, state level master trainers need to be identified. The respective SIRDPRs will identify the required number of participants to attend the ToT. These trainers should have the necessary expertise and experience in the area of own source revenues for PRIs. They should also have the ability to effectively communicate and train others.

- **Training Design & Delivery**: The NIRDPR through ToT program, will train SLMTs who will be placed at the disposal of SIRDPRs.. The training design should include target audience, training objectives, training methodology, session plan and session wise inputs and expected outcomes etc. A model training design on OSR is given in Annexure for reference.

- **Training Delivery** : The trained resource persons will be actively involved along with SIRDPRs in delivery of field training based on a common training design, content and methodology with the help of model Transaction Manuals and reading material created by NIRDPR. The delivery of training should be interactive with a mix of lectures, discussions, case studies, and group activities. Participants should be encouraged to ask questions and engage in discussions

- **Process & Activities for OSR mobilization** : In order to ensure effective and efficient revenue mobilization, there are some generic processes and activities that all the Panchayats need to follow as explained below .It has to be ensured that all the processes and activities should conform to the respective State Act and Rules

- **Enumeration and Listing of Tax Payers**
 - a) To begin with all the revenue sources of the Panchayat need to be mapped for the purpose of assessment and collection..

- b) The bill collector or any other Panchayat functionary be made responsible to carry out enumeration and list out possible taxpayers under each category. This work can be outsourced to SHGs also, as part of PRI-SHG convergence
- c) The standard Assessment forms should be used to collect the details of assessee. The information include details of property, type of business of income, location, amount of total income etc
- d) The tax enumerators should be provided adequate training to prepare the assessment lists
- e) The entire exercise of preparing the data base of tax payers should be completed before the beginning of the financial year

- **Assessment**

- a) Tax assessment involves determining the tax rates for each tax.
- b) After preparing the data base of all tax payers the tax payable shall be computed as per the rates fixed by the Panchayat
- c) The entire exercise of arriving at the demand for each category of tax shall be done under the supervision of Sarpanch / Pradhan and the Panchayat secretary
- d) The standing Committee of Finance & taxation if constituted in the Gram Panchayats should guide the taxation staff in the tax assessment process
- e) After assessment is complete the Panchayat secretary should fix the demand and get the demand approved in the Panchayat meeting
- f) The demand so fixed shall be published in the Panchayat office for information of public and demand notices are delivered to the concerned tax payers
- g) Any person aggrieved by the amount of tax assessed may file an appeal
- h) A person filing an appeal against a tax assessed is given a chance to explain to the Panchayat Secretary & Sarpanch the reasons for the objections.
- i) The Panchayat may decide the appeal and take appropriate decision regarding the amount of tax payable
- j) Where the aggrieved person is not satisfied with the decision of the Panchayat may appeal to the next higher authority

- **Tax Payer Databases**

- a) After updating the assessment registers the demand collection and balance (DCB) registers need to be prepared for each type of tax
- b) Every taxpayer is allocated Tax Identification Number (TIN)
- c) Maintaining computerized taxpayer databases improve accuracy and reduces leakage of revenues collected.

- **Collection of Taxes**
 - a) Revenue shall be collected by the Panchayat staff . The tax collection can also be outsources to SHGs
 - b) The collection staff shall ensure that demand notices are delivered to the respective tax payers, preferably by hand .
 - c) The receipt books of tax collections should be pre-printed, and pre numbered,
 - d) In case the tax is collected in cash the bill collectors need to prepare the receipt using two way carbon and the office copy remains in the book for accounting purposes
 - e) Before receiving any payment , the bill Collector shall check against assessment registers to receive the correct amount
 - f) Billing and collection should be done by different people – segregation of duties.
 - g) Arrangement can also be made for collection of tax amount in Gram Panchayat office or at citizen service centres.

- **Enforcement**
 - a) Enforcement involves follow up of defaulters and penalizing processes.
 - b) Panchayat may publish tax defaulters' names on the notice board and the names can also be read in the Gram Sabah meetings to motivate the people to clear the dues.
 - c) The Ward members and the members of standing committee can formally remind the defaulters to pay the tax due.
 - d) All the Elected representatives and the officials may set a good example of tax compliance by paying the tax due
 - e) All Panchayats need to follow is accountability and transparency at all levels to ensure that tax collected are protected from misuse
 - f) Frequent, clear, and appropriate communication systems between the Panchayats and the tax payers is vital for improving tax collections

- **Monitoring, Follow up & Support** : The effectiveness of the training programs should be monitored and evaluated regularly. The feedback received can be used to improve the training programs and ensure that they are meeting the needs of the target audience . After the training programs have been completed, it is important to provide follow-up support to the functionaries. This can include mentoring and ongoing technical assistance to ensure that the functionaries are able to apply the knowledge and skills they have acquired during the training
- **Sensitization of Tax Payers:** Sensitizing the community on the need to pay taxes and contribute to local development is an important aspect of raising OSR. The sensitization is a process of creating awareness among tax payers , with regard to the existence of civic and development issues that need funds to address them . The Panchayat may take up the following activities to sensitize the tax payers

- a) Citizen need to be explained about the different types of taxes and the relationship between taxes and service delivery..
 - b) Sensitization may be done in Gram Sabha meetings , through radio programmes, and the print media such as posters, leaflets and brochures etc in local language,
 - c) The process of awareness generation need to be conducted all year round in order to fill the knowledge gap among the tax payers
 - d) The benefits to be obtained, such as infrastructure development, and also the penalty for not paying the taxes should be highlighted.
 - e) Slogans are particularly useful for public mobilization and use in the media. If the messages to payment of taxes are passionate, eye-catching people will get motivated to pay taxes
 - f) Effective sensitization will certainly reduce the negative attitude of taxpayers if any
- **Use of Information & Communication (ICT):** By leveraging technology, Gram Panchayats can streamline the revenue collection process, make it more efficient and effective, and improve the overall financial sustainability. The following are the benefits of using ICT in raising OSR
 - a) Under-collection of taxes could be reduced by streamlining and automating the revenue collection process.
 - b) The demand ,collection and balance register get updated automatically once the daily tax collections are entered
 - c) The system can automatically remind the bill collector as well as the tax payer when payments are due.
 - d) The Sarpanch / Panchayat secretary can monitor the arrears of taxes and can take follow up action with defaulters to recover the dues.
 - **Responsibilities:** The following are the roles and responsibilities of different functionaries with regard to mobilization of OSR
 - **Sarpanch / Pradhan**
 - a) Implementation of all revenue enhancement decisions taken by the Gram Panchayat
 - b) Ensuring that tax collection staff in place.
 - c) Presenting taxation policy before the Standing Committee & Gram Sabah
 - d) Ensuring that collection targets are being achieved
 - e) Supervising all revenue staff and instituting measures against fraud and embezzlement
 - f) Receive the appeals and solve problems or disputes in revenue matters
 - g) Inspect books of accounts, records, other documents related to revenue collections
 - h) Provide accurate information on local revenue generation to Gram Sabha
 - **Panchayat Secretary**
 - a) Asses the demand of all revenue and get the demand approved in time

- b) Timely supply of receipts and relevant record books to bill collectors
- c) Take steps to realize the revenue promptly
- d) Maintain proper account of collection
- e) Maintain Demand Collection Balance register and watch realization against demand
- f) Take steps to apply to competent authority for writing off irrecoverable revenues
- g) Give guidance to the Standing Committee & Gram Panchayat in the taxation matters

➤ **Standing Committee**

- a) Ensure that demand is fixed and approved by Panchayat
- b) Ensure that all billed revenues are collected
- c) Obtain periodic returns of revenue collected and review the progress of collection
- d) Participate in sensitization of taxpayers in order to mobilize revenue
- e) Arrange for displaying on notice board the monthly DCB of all taxes

➤ **Bill Collectors**

- a) Receive revenues and issue proper receipts
- b) Maintain daily collection registers
- c) Ensure that collection targets are being achieved
- d) Remit the cash collection to treasury immediately
- e) Coordinate with Panchayat secretary in preparation of tax demand registers
- f) Report tax defaulters and the amount of arrears due from them

XIX. Operation Guidelines for Implementing Information, Communication & Technology (ICT) Interventions for Capacity Building and Training for Panchayati Raj Institutions (PRI)

- 1. Introduction:** The purpose of this Standard Operating Procedure (SOP) is to provide guidance for implementing ICT interventions for capacity building and training of Panchayati Raj Institutions (PRI) which can enhance their effectiveness and efficiency in discharging their functions.
- 2. Scope:** This SOP applies to all stakeholders involved in implementing ICT interventions for capacity building and training of PRI members, including government agencies, development organizations, and ICT service providers.
- 3. Policy**
 - The Ministry of Panchayati Raj/ State Governments are committed to provide quality training to strengthen the Rural Development and Panchayati Raj system across the state under NCBF 2022. This policy shall apply to all RDPR compliant courses/training programmes under ICT scheme, offered partially offline/online/hybrid mode.
 - Operation guidelines will be applicable to all the State, district and block level Staff Training and Research Institutes, and IT support team engaged in development of content as well as blended teaching & learning material/aids for Digital learning.
 - The operational guidelines will ensure due diligence and qualitative checks as well as make the development process driven for all aspects of the course transaction i.e course structure, online instructional approaches, associated support services, assessment, use and distribution of course content, and roles and responsibilities of all stakeholders associated with it.
- 4. Fundamental Principles of Integrated Learning**
 - In Digital learning, the face-to-face conventional physical training in classroom and workshop modes are to be replaced and mixed with online or/& offline or/& hybrid mode of teaching & learning methodology using technology (computer & internet, web etc). Thereby face to face course activity and time will be reduced with the percentage of replacement and or mixing of digital content integrated normally at least 20 percent but not exceeding 50 percent.
 - In Online mode both asynchronous and synchronous mode of delivery may be used. However, preference should be given more to synchronous mode for real time interaction with trainees for collaborative and participative learning and also for establishing initial contours of blended learning in the PRI training.
 - The system must track the progress of learning of each of the user and depending on the progress and performance, they can be made to skip the sessions/modules, if they

are familiar or they can be put back to another loop of needed content for learning the basics or further reinforcement.

- The system should be such that the users can access the lessons/content from any device from any where, any time.
- Assessment of online and integrated courses should follow the same processes by SIRDPRs for face-to-face mode of training delivery and should be a regular part of the department's assessment plan. Assessments should be focused on PRI stakeholder's outcomes.
- Faculty performance evaluation processes should recognize online/hybrid and face-to-face instructional activities as equally meritorious and important.
- Every physical programme must have online modules/digital content and make the participants to come prepared for every session, to make the learning reinforcing and more effective.

5. Key Stakeholders in the Content Development and Delivery Process and their Roles & Responsibilities:

- **PRI Course Committee (PRICC) or Integrated Learning Management Committee (ILMC):** The process of integrated course material development will be spearheaded by the respective PRICC at the State level to be set up by the State under SIRDPR. It will select different teams that will be involved in course development and orient them to have commonality of purpose. For this purpose, it will identify a relevant inventory of at least 40 to 50 persons from industry, such as from NIRDPR, SIRDs, etc. Instructors of high repute with good domain knowledge and skill in the specific trade & sector.
- **Subject Matter Expert Team (SME):** To be constituted by respective PRICC which will comprise of 6 to 9 members of subject experts from industry, Institutions.
- **Instructional Design (ID) Team:** To be constituted by respective PRICC in consultation with the SIRDPR. It will comprise 4-6 members of professionals/pedagogists, (trained instructors/professionals from industry), who will further develop the story board ((Lesson Plan (LP)/Demonstration Plan (DP)).
- **Moderator Team:** It will comprise 3-4 members. It will be led by the Convener of the PRICC with one subject/trade expert, one pedagogist and one good instructor. The members should be selected by PRICC with great care and should have experience/ in depth knowledge on the subject of the Rural Development (RD) in long term skill training, broader idea of e-Learning resource development and pedagogy who can justify the outcome which are expected to be of international standard but with Indian flavour.
- **State Instructional Media Institute (SIMI):** The MoPR/State may enable to set up SIMI or engage a private agency for this purpose. The media center at NIRDPR may be strengthened to make it as SIMI. It will carry out the content development activity

in coordination with concerned PRICC and engage required technical manpower for development as per defined process. SIMI will also provide a complete module/topic in all respects to all respective PRICC so that they all can foresee the expected final output. It will provide for the adequate resources for development of integrated teaching & learning material:

- **Media Developers:** They will create e-learning materials and courses based on the technical documents, Information Sheet and story board (LP/DP) that have been developed and moderated and will be explained/assisted by SME and IT team. The developers will generally be in the area of Video/audio recording, editing expert, CAD expert and motion/animation design expert.
- **IT expert:** Stationed at SIMI, will develop courseware along with the media team and upload/run all developed e-Learning resources in the appropriate platform (e-GramPrashikshan Portal) to ensure user friendly and simple navigation with minimum infrastructure requirement.

6. Step by Step Procedure:

Step 1: Needs Assessment:

Conduct a needs assessment to identify the training and capacity building needs of PRI members. The assessment should cover the following areas:

- Knowledge and skills related to the functioning of PRI.
- Knowledge and skills related to the use of ICT tools:
 - The baseline Competency Assessment of the stakeholders, in view of large numbers, has to be done by developing IT-enabled applications.
 - Psychometric assessment has to be captured on the interaction of the stakeholders with the application (eg; Kaushal Aapti App).
 - The participants will respond to several questions on a system, mostly pictorial, and their responses can indicate their knowledge, skill level and attitude and possible status on other competency parameters such as gender friendliness, leadership, effective member of a team, etc.
- Awareness of government policies and schemes related to PRI.
- Any other need assessment criteria.

Step 2: Designing the Training Program:

Based on the needs assessment, design a training program that covers the following:

- Basic concepts and principles of PRI.
- Use of ICT tools for improving the functioning of PRI- Integrated Learning Management System (ILMS):

- The ILMS will facilitate an online learning experience quite suited to any user through any device, at any time, at her/his own pace, at her/his language, etc. The learner can use the system at her/his convenience.
- The content creation for ILMS should be such that each module will be of short snippet form in an attractive audio-visual quality.
- These snippets will flow in the predetermined order to enable the participants to learn in a sequential manner.
- The platform can also enable the use of case studies and response capturing by any user, writing her/his experience, or submitting an assignment based on actual field experience, etc.
- The system will also enable concurrent assessment of the progress of the learning through queries/multiple choice questions in between the snippets.
- Upon completion of the prescribed module, depending on the response to the assessment, the system will certify the user as having acquired the required competencies and issue a certificate. Completion of such pre-determined modules on a subject of designated duration, it will be certified to have moved up the skill ladder by self-learning.
- The content/snippets/modules should have been prepared considering the diverse matrix of understanding the persona and empathy of the learners.
- There is a need to prepare any user scientifically after considering the user behavior.
- The ILMS should have a provision to track the progress of the learning and monitor the behaviour of the user in terms of using the platform and accordingly can adjust the pace of delivery, level of difficulty, etc.

- Understanding of government policies and schemes related to PRI.

Step 3: Selecting the ideal ILMS Tools:

Select appropriate ILMS tools that can be used for capacity building and training of PRI members. The tools should be user-friendly, easy to access, and relevant to the training program. While selecting the ideal ILMS tools following criteria should be considered:

- **Understanding user behavior:**

- **User needs:** Understanding user behavior can help identify the needs of the learners, such as their learning styles, preferences, and goals. This can help in selecting the right LMS tools that cater to these needs, leading to a better learning experience.
- **User acceptance:** Understanding user behavior can help identify the factors that influence user acceptance of the LMS tools. For instance, user interface, ease of use, and accessibility can all influence user acceptance of the system. By selecting tools that align with user preferences, organizations can increase user acceptance and adoption of the system.

- **User engagement:** Understanding user behavior can help identify the factors that motivate users to engage with the LMS tools, such as gamification, social learning, and personalized learning. By incorporating these features into the LMS, organizations can increase user engagement and improve learning outcomes.
 - **User feedback:** Understanding user behavior can help identify the areas of the LMS tools that need improvement. By collecting feedback from users and incorporating it into the development of the LMS tools, organizations can ensure that the system meets the needs and expectations of the learners.
- **Understanding of the competencies required for various PRI stakeholders:**
 - Different tools for Individual Assessment as well as Organisation Mapping based on self-assessment and rating of a GP can be used for determining the current capability status of the ER/GP as against where they ought to be.
 - The help of CSOs can be taken for collecting information from these stakeholders.

Step 4: Developing Training Material (Content Design, Creation)

Develop training material that covers the topics identified in the training program. The material should be designed in a way that is easy to understand and accessible to all participants. (Refer point no. 5. Based detailed understanding of user behavior, create affinity clusters based on the following parameters –

- What motivates them to learn,
- What will encourage them to learn,
- What can be fun, easy and intuitive,
- at what time of the day they would like to learn,
- How they can apply their learning to solve real-life problems and once they do that
- How they can be recognised, appreciated and awarded/rewarded.

There are many examples of online training platforms to explore, such as COURSEERA, e-Gramprashikshan, etc. Whichever may be the chosen System, the architecture should be a lightweight framework created at the Central level that will have specific basic and must-have protocols. The core properties of a course made mandatory at the central level cannot be altered. This kind of architecture will allow –

- Deriving State-specific learning portal from central learning portal.
- Availability of basic features until the State customizes it.
- Common core values/objectives of learning set at the central level.

Step 5: Approval Process of Blended Courses for off line /on line / hybrid mode delivery

- After due approval in PRICC meetings SIRDPR through its Standing Committee on Curriculum & Standards (SCCS) will approve and implement blended courses for PRIs through District/Block/Gram Panchayat institutions.
- In areas of non-connectivity or challenges with trainees, the State Government through its Directorate would permit continuation of conventional classroom workshop learning till these challenges are removed and addressed.
- The PRICC will be a nodal sub-committee for development of course material in blended form for trades (long term/ Short term) in its respective sectors.
- After completion of all the required approvals and testing from concerned departments, SIRDPR should inform ILMS incharge to put the PRI course on the respective portal.

Step 6: Conducting the Training Program

Conduct the training program using the selected ILMS tools. The training program can be conducted in a hybrid mode (online+offline), depending on the availability of resources and the preferences of the participants.

- Face-to-face training can be blended with online training by sectoral experts. Such a hybrid approach can possibly address quality and scale.
- Having mentors and handholding support is critical and essential, and this can be achieved through State-specific Helpdesks – with Human intervention as well as CHATBOTS.

Step 7: Monitoring and Evaluation

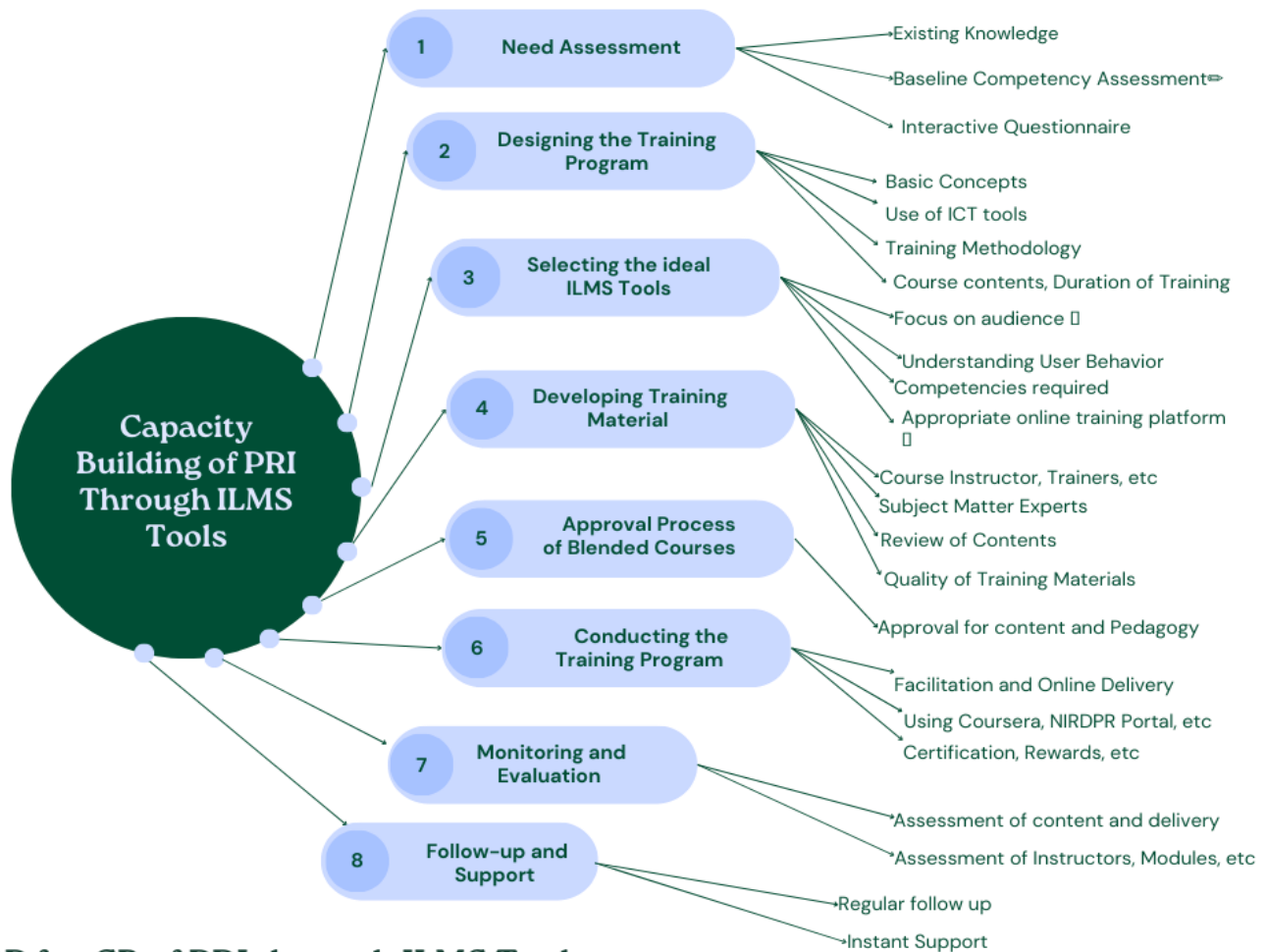
Monitor and evaluate the training program to assess its effectiveness and identify areas for improvement. Collect feedback from the participants and use it to improve the training program for future sessions.

- Assessment of blended courses will follow the assessment processes of face-to face training.
- Incorporating user feedback to understand and measure the success would be desirable. Instead of traditional lengthy form-based feedback collection, one must build an easy and comfortable system for a user to give some honest feedback/comments.
- A sentiment analysis-based system may be created to understand the success or failure of content/pedagogy/distribution.

Step 8: Follow-up and Support

Provide follow-up support to the PRI members to ensure that they can apply the knowledge and skills gained from the training program in their work. This can be done through regular interactions, help desk support, or online forums.

- Any such system that is implemented has to be continuously linked and monitored for the actual impact that the learning has led to on the ground for the development of the community.



SOP for CB of PRI through ILMS Tools