



GUIDING FRAMEWORK FOR

MONITORING AND IMPACT EVALUATION (M&IE) of PRI Capacity Building and Training (CB&T) Programmes



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**Guiding Framework For
MONITORING AND IMPACT EVALUATION
Of Capacity Building & Training Of Panchayati Raj
Institutions In States/UTs**

**Ministry of Panchayati Raj
Government of India**

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Message

Ministry of Panchayati Raj (MoPR) has the challenge of supporting the Capacity Building and Training (CB&T) related interventions for nearly four million elected representatives (ERs) and functionaries associated with the three tiers of Panchayati Raj Institutions (PRIs) in India. The priority areas for the Ministry include devolution of functions, funds and functionaries to the PRIs for broadening and deepening of democracy. However, it is recognized that capacity-gaps of the ERs and functionaries associated with these PRIs need to be addressed to make them play their role effectively. Therefore, MoPR has the responsibility to provide assistance to the States for Capacity Building and Training (CB&T) of elected representatives and officials of PRIs to enhance the effectiveness of the PRIs.

While the training coverage continues to be a national challenge, the quality aspects of any CB&T interventions are equally important and need addressing. It is noted that some States have indeed done well, but majority of the States and UTs need to make significant improvements to cover the large numbers as well as ensure quality of the training programmes. Particularly, the quality aspects can be addressed by ensuring that the CB&T programmes are systematically monitored and regularly evaluated to know their impact.

In this regard, MoPR has developed a Monitoring and Impact Evaluation Guide to help those who are involved in planning and delivery of PRI CB&T programmes with the intention to help them in the monitoring and evaluation of the CB&T activities and also measuring their impact to make continuous improvements in CB&T interventions. Following the development of the M&IE Guide, training of trainers (ToT) workshops have been conducted in the seven CDLG States including Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh to train the participants on how to use the guide and monitor and evaluate PRI CB&T programmes.

In this regard, I would like to thank Mrs. L.M. Vas Secretary (MoPR) for her overall guidance and support. My thanks are also due to the representatives of various SIRDs and other experts who have contributed in enriching the contents of this guide by their active participation in the consultation workshops and later supported ToT workshops. My thanks are also due to UNDP for supporting this assignment under the Capacity Development for Local Governance (CDLG) Project.

I would also like to thank Mr. Sanjeev Sharma, National Project Manager (NPM), MoPR-UNDP CDLG Project and the Ramana Development Consultants (RDC) team for their contribution in developing the guide and other members of the National CDLG Project cell including Mr. Rajesh Kumar, Ms. Antara Borkakoty, and Ms. Komal Bhatia for their assistance.

I hope the guide becomes a useful reference document for all those who are interested and involved in the monitoring and evaluation of PRI CB&T programmes.

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United Nations Development Programme



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Message

This guiding document presents a systematic plan for monitoring the effectiveness and evaluating the impact of training interventions that are provided to the elected representatives of the Panchayati Raj Institutions (PRIs).

Developing capacities of approximately 3 million representatives that are elected every five years is a mammoth task. The Government of India as well as state governments are putting in tremendous resources – human as well as financial in developing their capacities.

It is extremely essential to monitor and evaluate the effectiveness of the training programme – not only to ensure effective utilisation of resources, but in a larger context for the success of local governance and decentralisation. This is not an easy task because of multiple reasons such as the sheer number of trainees and the difficulty in measuring performance in local governance.

This guiding document attempts to address the fundamental challenge of the absence of a monitoring and evaluation plan in the context of local governance. For the monitoring and evaluation plan to be effective in feeding back to the next round of training programmes, the monitoring and evaluation plan has to be an intrinsic part of the training cycle and cannot be an “add-on”.

We hope that this document will be used not only by training institutions, but by other stakeholders (NGOs, government institutions, multi-lateral and bi-lateral agencies) that are contributing to developing capacities of elected representatives for local governance.

A handwritten signature in blue ink, reading 'Caitlin Wiesen'.

Caitlin Wiesen
Country Director

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TEAM RDC

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ACRONYMS

ASCI	Administrative Staff College of India
ATI	Administrative Training Institute
BCPR	Bureau for Crisis Prevention and Recovery
BP	Block Panchayat
BRGF	Backward Region Grant Fund
CB	Capacity Building
CB&T	Capacity Building & Training
CDLG	Capacity Development for Local Governance
CSS	Centrally Sponsored Schemes
DA	Daily Allowance
DAC	Development Assistance Committee
DfID	Department for International Development
DP	District Panchayat
DoPT	Department of Personnel & Training
DVD	Digital Video Disc
E.g.	Example
ERs	Elected Representatives
EWRs	Elected Women Representatives
FAQs	Frequently Asked Questions
FGD	Focus Group Discussions
GoI	Government of India
GO	Government Order
GP	Gram Panchayat
GS	Gram Sabha
HP	Himachal Pradesh
HR	Human Resources
IAS	Indian Administrative Services
IAY	Indira Awas Yojana
ICDS	Integrated Child Development Scheme
ICT	Information & Communication Technologies
IIM	Indian Institute of Management
INR	Indian Rupee
IRMA	Institute of Rural Management, Anand
IT	Information Technology
I/O	Input/ Output
M&E	Monitoring & Evaluation
M&IE	Monitoring & Impact Evaluation
MfDR	Managing for Development Results
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MIS	Management Information System
MoPR	Ministry of Panchayati Raj
MoRD	Ministry of Rural Development

NCBF	National Capability Building Framework
NGO	Non-Government Organization
NRHM	National Rural Health Mission
OBC	Other Backward Classes
OECD	Organization for Economic Co-operation and Development
PEAIS	Panchayat Empowerment & Accountability Incentive Scheme
PIs	Performance Indicators
PMES	Performance Monitoring & Evaluation System
PMEYSA	Panchayat Mahila Evam Yuva Shakti Abhiyan
PMGSY	Pradhan Mantri Gram Sadak Yojana
PR	Panchayati Raj
PRD	Panchayati Raj Department
PRI	Panchayati Raj Institutions
PRIT	Panchayati Raj Institute of Training
PRTI	Panchayati Raj Training Institute
PS	Panchayat Samiti
PTG	Primitive Tribal Groups
RBM	Results Based Management
RFD	Results Framework Document
RGGVY	Rajiv Gandhi Gramin Vidyutikaran Yojana
RGPSA	Rajiv Gandhi Panchayat Sashaktikaran Abhiyaan
RGSY	Rashtriya Gram Swaraj Yojana
RTI	Right to Information
SAT	Systematic Approach to Training
SATCOM	Satellite Communication
SC	Scheduled Caste
SGSY	Swarnajayanti Gram Swarozgar Yojana
SIRD	State Institute of Rural Development
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TA	Travelling Allowance
TNA	Training Needs Assessment
TOT	Training of Trainers
TV	Television
UK	United Kingdom
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNDP	United Nations Development Program
UNODC	United Nations Office on Drugs and Crime
UT	Union Territory
WB	World Bank
ZP	Zilla Panchayat

GLOSSARY - LIST OF OPERATIONAL DEFINITIONS

S. No.	Term	Definition
1	Accreditation & Certification	Process of certifying the competency levels of the trainers and master trainers of PRI CB&T at regular intervals of updation
2	Accrual Based Accounting	Accounting system whereby the financial transactions are recorded in book of accounts regardless of when the cash transactions occur.
3	Beacon Panchayat	Term used to define the model Panchayat based on various parameters related to performing of various functions of the institution as per the state PRI act
4	Capacity Building	Process of developing the abilities of target group to perform their roles and responsibilities as PRI elected representatives in tandem with the "States PRI acts and rules".
5	CB&T Software	Implies package of material to be developed for each thematic area of PRI CB&T identified by state. It comprises training materials, learning aids, reference material for participants and training modules
6	Collegial Climate	Organizational climate of the state nodal PRI CB&T Institution such that it allows for friendly, interconnected, co-operative, uncompetitive, scholastic/academic activity within and outside the institution
7	Continuing Development	Mechanism/strategy for regular upgradation of knowledge and skill sets of resources involved in capacity building of PRIs
8	D e v e l o p m e n t Communication	Pin pointed strategy with appropriate media mix (narrow, mid and mass media) targeted at the ERs and stakeholders of PRIs (govt. officials, community, etc.) with objective of decreasing the information divide among ERs
9	Entry Behaviour	Entry behavior is the existing knowledge, likely barriers in the current set up, language barriers, attitudinal factors when persons walk in for the training
10	Evaluation	A selective exercise that attempts to systematically and objectively assess progress towards and the achievement of the outcomes and impacts of PRI CB&T. (based on definition provided in Handbook on Monitoring and Evaluating for Results, UNDP Evaluation Office)
11	Evidence Based Planning	Process of planning for and making decisions regarding PRI CB&T based on best known practices/interventions and best available data and knowledge on the subject
12	Exit Behaviour	Exit behavior is the target behavior that usually defines the targeted impacts of the program in terms of enhancement of the knowledge, specific skills and the extent of implementation of the concepts learned into actual practice including the changes in attitudes

S. No.	Term	Definition
13	Experiential Learning Aids	Experiential learning aids are tools used during classroom training to teach target group regarding the subject through 'learning-by-doing' method
14	Externalities	They are all the other external factors that affect the outcome and impact of PRI CB&T. Some examples are political will, government administrative system, institutional support provided to PRIs, individual's social and economic environment, etc.
15	Functional Autonomy	Independence of the State nodal PRI CB&T institution to carry out PRI CB&T activities through measures such as independent governing board,
16	Functional Literacy	Program as per NCBF for enhancing the literacy levels of the illiterate/semi-literate elected representatives of PRIs
17	Imbibing Capacity	Ability of the individuals (of target group) to absorb the learning/ input provided through PRI CB&T initiatives
18	Impact	Changes in performance of Panchayat performance that are attributable to PRI CB&T
19	Indicators	Indicators are formulae for measuring quantitative changes in performance of input, output, outcome and impact in PRI CB&T.
20	Individual Learning	The learning accrued by elected representatives of PRIs that is attributable to the PRI CB&T initiatives carried out in the state
21	Input	Input is defined as all the tasks prior to actual implementation of the capacity building/ training/ learning events.
22	Learning Circuits	A series of activities/discussions/events to facilitate learning
23	Learning Objectives	The learning objectives are derived based on the gap between exit and entry behavior. The learning objectives, expressed definitively, are broad based yet specific in terms of learning. It specifies the degree of knowledge /skills required for various purposes of orientation, sensitization and implementation.
24	Master Trainer	Individuals appointed by state to carry out training of Trainers
25	Micro Planning	Process of detailing ground level operational details of the PRI CB&T initiatives planned for the state, (e.g. time table of individual training events across the state with details of duration, date, location, trainer, local partners, etc.)
26	Monitoring	A continuing function that aims to provide the PRI CB&T managers of state with early indications of progress, or lack thereof, in the achievement of results of PRI CB&T. (based on definition provided in Handbook on Monitoring and Evaluating for Results, UNDP Evaluation Office)
27	Need based Planning	Planning for PRI CB&T initiatives in the state based on present scenario in the state of PRI and CB&T

S. No.	Term	Definition
28	Organizational Performance	Functioning of Panchayats as per the State Panchayati Raj Act wherein the functioning is attributable to PRI CB&T initiatives
29	Outcome	Intermediate results of PRI CB&T initiatives that relate to the level of learning of the individuals (ERs)
30	Output	It is defined as all the processes and tasks related to actual capacity building and training happening on the grounds.
31	Panchayat Leader	Elected heads of Panchayats of all levels (Sarpanch/ Mukhia/ Pradhan/ Pramukh)
32	Parameters	Qualitative measures used in evaluation of the output and impact of PRI CB&T initiatives at state level as well as Panchayat functioning level
33	Pre & Post Training Test	Process of measuring the changes in levels of awareness, knowledge, attitude and skills among participants before and after the training program by administering the same questionnaire
34	Resource based Planning	Planning of PRI CB&T initiatives based on the financial resources available in the state for the period of planning
35	Trained Observation	Method used by external evaluation agency wherein the individual evaluators are trained to observe particular characteristics and processes when they visit the Panchayats for evaluation of their functioning
36	Trainer	Individuals appointed by the state/ state appointed training partner who provide classroom training directly to the PRI Elected Representatives in the state
37	Training	Classroom input provided to ERs on various subjects (roles, responsibilities, schemes, functioning of Panchayats, etc.) through greater use of experiential learning aids like role-plays, etc. to enhance their knowledge, skill and attitude levels for better performance of their roles
38	Training Materials	They are the materials such as posters, videos, case studies, participant notes, etc. used by trainer during training sessions while interacting with participants
39	Training Modules	Training modules are audio-visual presentation on a particular topic comprising multiple sessions along with trainers' guidance notes for each of the sessions
40	Training Needs Assessment	Activity of identifying performance requirements and requisite knowledge, skills, behavior and practices among PRI ERs based on which CB&T initiatives would be designed

INTRODUCTION

I. PREAMBLE

The Ministry of Panchayati Raj (MoPR), Government of India (GoI) commissioned a study for developing a framework for the Monitoring and Impact Evaluation (M&IE) of Capacity Building and Training (CB&T) of the Panchayati Raj Institutions (PRIs) in States/UTs. This guide is an outcome of that study.

The guiding document suggests a template for the states/UTs for designing and implementing a strong M&IE system for PRI CB&T.

As the states/UTs are at different trajectories on the maturity curve of PRI CB&T, the guiding document is meant to be a starting point only and may need to be modified as per the specifications and needs of the state/UT.

This guide focuses primarily on training, but other capacity building methods for PRIs have also been considered. Some of the other CB methods that can be utilized in PRI CB&T and which should be measured through the M&IE system are given in the menu in Text Box – 1. This is indicative and more may be added as per requirement and relevance.

INDICATIVE MENU OF CAPACITY BUILDING METHODS FOR PRI

BOX 1

An indicative menu of capacity building activities possible for the PRIs is as follows:

1. Gamut of development communication activities that include:
 - a. Community radio stations
 - b. Mass media campaigns (radio, TV)
 - c. IEC/BCC campaigns (wall paintings, posters, etc.)
 - d. Folk performance troupes
 - e. Mobile vans
 - f. Newsletters
 - g. Helplines
 - h. Gram sabha awareness campaigns

A national workshop was organized through the UNDP-CDLG Project involving representatives of the Ministry, UNDP and SIRDs of selected states and other experts to review the draft-guiding document and provide their comments and inputs. The relevant inputs from the national workshop have been incorporated in this document.

2. On the job training
3. Role model development (ERs and Beacon Panchayats)
4. Exposure visits of ERs
5. Research
6. Peer network development (ER forums)
7. Empowering engagement processes between Panchayat support functionaries and PRI ERs
8. Holistic development of elected women representatives
9. Continuing education of resource persons
10. Contributory partnerships for PRI CB&T

A standard training package (attached in Appendix – I) has been developed as a part of this guiding document based on which sample trainings of intended users in the seven UNDP-CDLG project funded states were conducted. Other states may conduct the training as per the training package attached or may also involve the agency, which has developed this guide and training package, to conduct the training, the cost of which may be borne by the state.

The current training package is designed for basic orientation/awareness on the M&IE Framework among concerned stakeholders in the state. A more detailed programme may be required for skill building among the state level functionaries for operationalization of the framework. Orientation exercises are also proposed at the Ministry level to build capacities of functionaries who will carry out M&IE at the national level as per the guide.

II. PRI CB&T BACKGROUND

India ushered in an era of local self-governance and grassroots level democracy through landmark constitutional reforms (73rd & 74th Constitutional Amendment Acts) in the early nineties.

All states have corresponding state Acts and some have rules and regulations to implement the covenants of decentralized governance and Panchayati Raj. The devolution of three Fs (functions, functionaries and funds) has occurred to various extents in different states/UTs.

Model accounting code, e-governance initiatives are all strengthening the PRIs. Schemes like MGNREGA attempt to create durable rural assets and reduce migration while Sakshar Bharat Mission attempts to drive the literacy rate upward. The recently established National Rural Livelihood Mission, National Skill Development Corporation, etc. will go a long way in the strengthening rural economy and sustainable livelihood opportunities in rural areas.

As far as the PRI CB&T is concerned it is supported by guiding documents like the National Training Policy 2010, NCBF and financial resources from national schemes like the BRGF, SGSY, PMEYSA, etc. In addition, there are several other schemes of the MoRD and national missions like the NRHM and SSA funded CB&T for rural citizens of India including ERs. The states and UTs have nodal training institutions of Administrative Training Institutes (ATI), State Institutes of Rural Development (SIRDs) and at times Panchayati Raj Institutes of Training (PRITs) responsible

for PRI CB&T. Donors including WB, DFID and UNDP have supported decentralized initiatives of GoI through various programmes, technical support and financial resources. Recent advents in Information and Communication Technologies (ICT) provide new dimensions of growth in PRI CB&T.

Despite all the above, PRI CB&T in India faces several challenges that includes a numbers of ERs to be trained (30 lakhs ERs in three tiers of PRIs, including 2.65 lakhs Gram Panchayats and also supporting government functionaries), turnover of ERs every five years due to re-elections, power and information access differentials among ERs especially EWRs and ST/SC ERs, limited literacy of significant ERs and emerging new agendas of global warming and climate change etc.

Regional PRI CB&T workshop meets of the states and UTs, organized by MoPR in 2011, under UNDP's CDLG project, debated and discussed the recent advances and challenges of PRI CB&T in each state. The issue of cost benefit of PRI CB&T and the need for robust M&IE systems at the state/UT levels emerged strongly during debate and discussions in the workshops. The case for a robust guiding document with adequate flexibility for fine-tuning as per the state/UT specificity and providing a comparable picture at a national level was made in the workshops.

This guiding document attempts to provide a starting point and facilitate the states/UTs in strengthening their M&IE systems for PRI CB&T.

III. SCOPE OF THE GUIDE

The M&IE framework is at the overall level for a state/UT and not micro level of monitoring and evaluation of a single training programme/event. Therefore, the states will need to develop formats for reporting units at regional/district/block/implementation agency/trainer levels as appropriate when the detailed M&IE system is operationalized.

This guiding document is envisaged to be utilized by the states/UTs for monitoring of the PRI CB&T and evaluate the impacts that can be attributed to PRI CB&T initiatives of the state. This is important to understand as there are many other factors that affect the functioning of Panchayat outside the realm of the PRI CB&T and hence outside the scope of the M&IE framework.

Certain examples of such factors are functioning of schemes, improved gender relations, development of the community/Panchayat, improved literacy and education levels, adequate resources (financial and human), socio-economic scenario of the community/Panchayat, political scenario of the Panchayats and states, government policies, rules and regulations affecting allied activities of the Panchayats, etc.

ABOUT EMERGING M&IE CONCEPTS

RECENT CONCEPTS AND DEVELOPMENT IN M&IE

This PRI CB&T M&IE Guide is well informed of various changes and advances in recent times in the concepts and frameworks of M&IE. These comprise:

CHANGES IN SYSTEMS AND PRACTICES OF GOI TOWARDS PERFORMANCE ORIENTED APPROACHES

Traditionally, systems of the governments have been rules and procedure bound to withstand the scrutiny and probity of public domain. Correspondingly, the M&E practice has focused on input-output. However, it has been realized since long that this approach is inadequate to generate result orientedness and does not guarantee results/outcomes.

The search for results-orientation in several governments across the globe started with the approach to entrepreneurial government taken by Osborne and Gaebler in their influential book *“Reinventing Government”*. Later, Osborne and Plastrik set out their principles of entrepreneurial government in their book *“Banishing Bureaucracy”*. The UK, among a few others, has implemented the performance-oriented systems.

Several policy measures like zero-based budgeting, outcome budgeting and the latest – Performance Monitoring and Evaluation system (PMES) – with detailed guidelines for preparing strategic plans, Result Framework Document (RFD) for strengthening performance oriented planning and M&IE systems have been adopted.

Action Taken Reports (ATRs) and various committees of Parliament have all advocated for strengthened result-oriented climate and robust outcome-based M&IE.

CHANGES IN INTERNATIONAL DEVELOPMENT SYSTEMS AND PRACTICES TOWARDS OUTCOME ORIENTED M&IE

It is understood that outcomes and impacts are influenced not only by the outputs, (and inputs) but are subject to many external influences and interventions. However, it is important to know and determine the extent to which the planned interventions’ outputs have contributed to the outcome/impacts.

All developmental partners, including the UNDP, have moved towards strengthening performance-oriented climate and systems through various systems and tools like Result Based Management Systems, Outcome oriented evaluations etc. over the last one-and-a-half-decades.

INCREASED EMPHASIS ON HR MANAGEMENT IN THE GOVERNMENT AND IN PRODUCTIVE INVESTMENTS IN TRAINING AND CAPACITY BUILDING

National Training Policy 2010 has advocated training and capacity building as one of the key value additive services for strengthening human resources in the government. It has been accepted that training can no longer be value neutral and cost center only but to be looked at as a value additive service to enhance the individual as well as the institutional performances. All departments have been guided by a budget norm of 1-2.5% of salary costs to be earmarked for training and capacity building.

Approximately, more than INR 4000 crores per annum is budgeted for PRI CB&T directly by the Ministry. In addition, significant budgets of national missions and schemes like the MGNREGA, NRHM and SSA have been earmarked for CB&T including for ERs. Larger allocation of resources and stronger focus on performance-oriented systems demand robust M&IE answering the question of “value for money” for all the capacity building and training for PRIs and not limited to input to output related Monitoring and Evaluation.

NEED OF THE STATES TO DEVELOP AND IMPLEMENT A ROBUST M&IE SYSTEM

The States/UTs require a strong M&IE system for:

- Compilation & consolidation of all activities related to CB&T happening in the State/UT
- Measure and review progress of PRI CB&T vis-a-vis the targets, previous performance and the needs of the State/UT
- Identify the implementation gaps and address the same through appropriate strategies and/or effective implementation

NEED OF MoPR TO DEVELOP M&IE SYSTEM TO ENSURE UNIFORMITY IN REPORTING

Usually, states/UTs provide regular data in terms of coverage, expenditures, utilization certificates and future needs of funds. This information currently focuses on input-output and does not provide any answers regarding the outcomes/end results or value for money spent in PRI CB&T. Compilation at national level of information received from states requires uniformity in definitions of performance indicators across states/UTs. M&E systems currently are utilized largely for the purpose of reporting rather than as a system for providing feedback on and strengthening implementation.

DEPARTMENT OF PERSONNEL AND TRAINING'S SYSTEMS AND PRACTICES IN CB&T AND ITS M&IE

The DoPT, MoHRD, GoI has created significant practices in CB&T and M&IE of CB&T based on established frameworks/models of learning and various training/learning pedagogies of adult learning, experiential learning, process-based inputs/mentoring/coaching, programme learning, distance learning through SAT framework etc.

An indicative list of reference material for monitoring and evaluation is provided in Appendix -II.

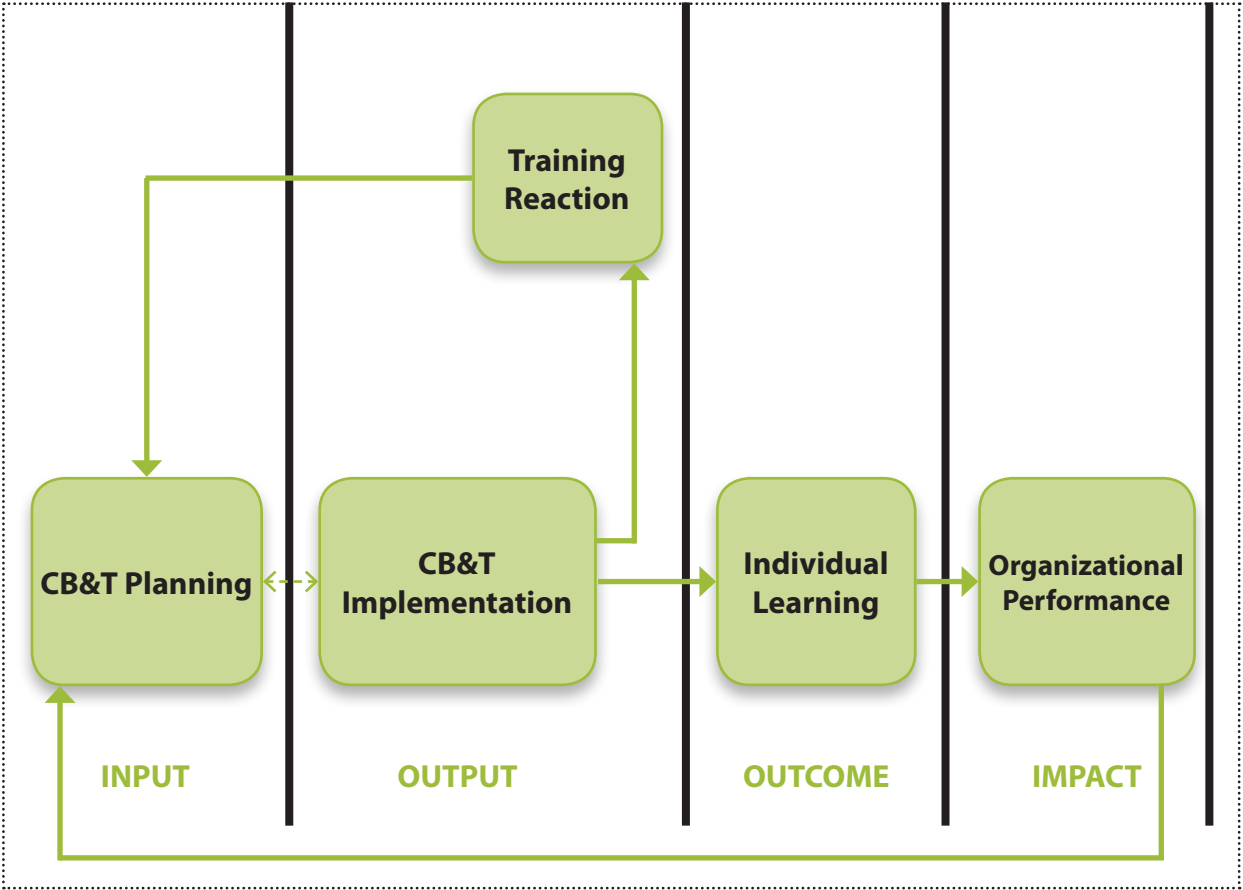
FRAMEWORK FOR PRI CB&T M&IE

I. PROCESS MODEL OF PRI CB&T

M&IE is embedded in a CB&T cycle. Thus, it is important to first understand the PRI CB&T cycle in its totality.

A process model of PRI CB&T is developed and depicted in Chart-1 and correlated with input-output-outcome-impact i.e. result cycle.

Chart 1: Process Model of PRI CB&T



The model is adapted from the DoPT’s Systematic Approach to Training (SAT) cycle. It comprises the major steps of a capacity building/training cycle with major externalities.

The table below gives details of the sub steps and details of the CB&T process, as it should occur.

Table 1: PRI CB&T Cycle and Steps

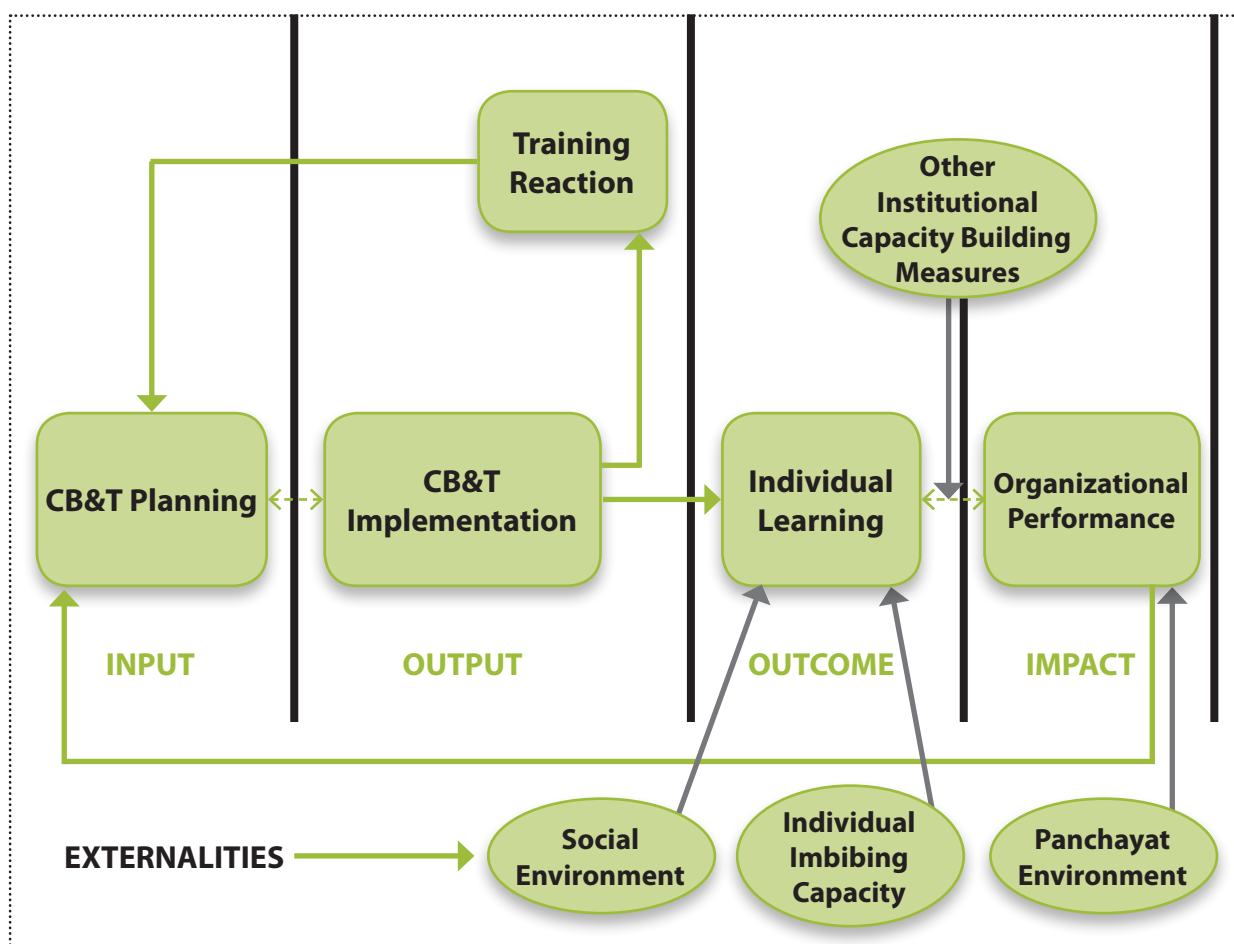
S. NO.	STEP TITLE	DEFINITION	SUB STEPS
1.	CB&T Planning	CB&T planning comprises all the tasks prior to actual implementation of the capacity building/training/learning events. CB&T Planning is the input to PRI CB&T.	<ol style="list-style-type: none"> 1. CB&T strategy and policy 2. CB&T/Training Needs Assessment & Baseline Evaluation 3. Module & material design and development 4. Experiential learning aids design and development 5. CB&T planning including resources (faculties, service providers, infrastructure, funds) 6. CB&T budgeting 7. ToT development 8. Resources development (faculties selection, ToTs) 9. Micro planning and scheduling
2	CB&T Implementation	CB&T implementation comprises all the tasks related to actual training happening on the grounds. It is categorized as part of the process as well as the output .	<ol style="list-style-type: none"> 1. Contract administration for resources (faculties, service providers) 2. Communication and coordination 3. Payments and accounting 4. No. of Training batches 5. Participant Attendance in trainings/ CB events (%) 6. % of population covered under various CB Activities 7. No. of CB activities operationalized
3	Training reaction	Training reaction is the immediate feedback of the participants on all the aspects of training, including capacity building/training content, faculties, presentation and training arrangements. It is also categorized as an output of the training.	End of training evaluation of all four dimensions of training e.g. trainer, content, presentations and training arrangements.

S. NO.	STEP TITLE	DEFINITION	SUB STEPS
4	Individual learning	Changes in knowledge, skills, attitudes and practice of the participants attributable to PRI CB&T. Individual learning is defined as outcome in this model.	Increase in Individual knowledge, skills, attitudes and practice regarding responsibilities as ER and functioning of PRIs attributable to CB&T initiatives
5	Organizational performance	Changes in the performances of Panchayats. Organizational performance is defined as Impact in this model.	Changes in efficiency, effectiveness, timeliness etc. in functioning of the Panchayats and its Standing Committees attributable to PRI CB&T.

EXTERNALITIES

Externalities are important to recognize here as all individuals learn irrespective of systematic training efforts, and the same may not be reflected in the organizational performances. In the case of impact, i.e. organizational performance, the sum total of all factors comprising organizational environment may play a much larger part in influencing the Panchayat performance as compared to PRI CB&T. Thus the externalities, apart from PRI CB&T cycle, affect the result chain in PRI CB&T as shown in Chart-2 below.

Chart 2: Externalities in process model of PRI CB&T



Externality of social Environment

Social environment is defined as the sum of all influences outside the work environment (GP/BP/DP environment), which affect an individual in learning. These include family influences, friends and socio-economic background on learning of ERs. We are referring to an overall social environment here which affects all the ERs, though micro social environment for each ER may be different with different impact on the learning.

Internalization by Individual

The outcome of PRI CB&T is also affected by the imbibing capacity of the individual participants of the target group, i.e. their ability to absorb the inputs provided through the CB&T initiatives.

Externality of organizational Environment

Organizational performance is affected by the CB&T inputs as well as externality of organizational environment. Organizational environment is the sum of all the work related environment factors affecting the performances of Panchayats at various levels. These factors may include:

- Facilitation/support of government support functionaries in Panchayats working
- Extent of peer learning and support
- Political environment in the Panchayats

Other Institutional Capacity Building Measures

Apart from the internal organizational factors, there are other external factors affecting the functioning of Panchayats such as:

- Policy- extent of devolution, clarity of the State Panchayat Act and detailing of Rules and Regulations etc.
- Infrastructure- Building/space, computers, furniture, connectivity, availability of varied information and databases with Panchayats etc.
- Timely and adequate fund flows
- Adequate and qualified human resources to carry out CB&T, provide institutional capacity building measures to Panchayats from state level to ground level
- Political will at state level to carry out PRI CB&T

II. MONITORING AND IMPACT EVALUATION FRAMEWORK

Monitoring and evaluation frameworks have undergone a sea change over the last decade. The emphasis now is on result-based M&E, outcome-based monitoring and moving away from input – output oriented and expenditure – oriented reporting. This is because focusing only on input-output is not enough to guarantee outcomes/results.

However, the PRI CB&T is at different maturity curves in different states/UTs and so are the currently deployed M&E systems. There can be significant improvement in the states/UTs and also through lateral learning from other states/UTs based on input-output based M&E apart from

focus on outcome-impact evaluation. In addition, there is a clear need of public domain reporting and comparing progress among the states/UTs.

Thus, overall Monitoring and Impact Evaluation system for PRI CB&T, based on the foregoing arguments is visualized to comprise of three sub systems, viz. :

- I. Input-output (I/O) monitoring
- II. Input-output (I/O) evaluation
- III. Outcome-Impact evaluation

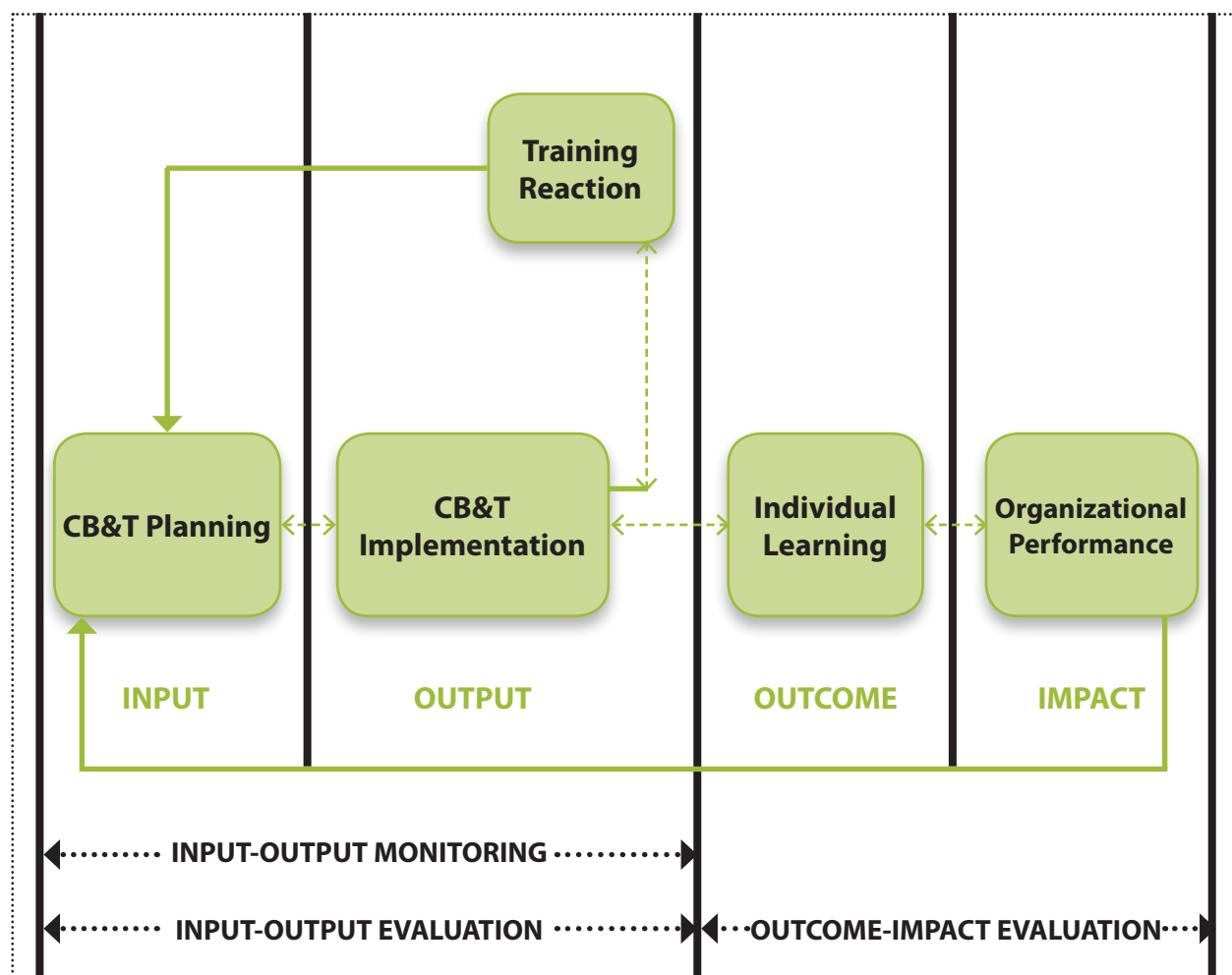
These three systems together make up holistic M&E for PRI CB&T and satisfy the diverse needs of:

- Real – time performance improvement integrated in the PRI CB&T cycle
- Routine reporting of the quantitative indicators of input-output to MoPR
- Qualitative indicators of input-output through evaluation
- Results reporting and comparing through outcome-impact evaluation

Apart from these, it will also satisfy the reporting and documenting needs of the Ministry.

The embedded M&IE for PRI CB&T is depicted in the subsequent chart 3.

Chart 3: Embedded M&IE in PRI CB&T



The purposes, methodologies, scope, frequencies etc. of all the three systems of M&IE are different and the specifications of all the three systems are outlined in the subsequent table (table-2).

Table 2: Overall M&IE System for PRI CB&T with Specifications of Detailed Systems

	INPUT-OUTPUT MONITORING	INPUT-OUTPUT EVALUATION	OUTCOME-IMPACT EVALUATION
PURPOSE	Capture and report through regular monitoring of quantitative indicators of input-output	Assess, report and improve qualitative indicators of input-output.	Evaluate, report and improve outcome and impact indicators and parameters.
FOCUS	Changes in quantitative indicators of physical and financial nature from input-output e.g. coverage, expenditure rates etc.	Qualitative indicators of inputs and outputs e.g. soundness and relevance of design of the CB&T cycle and all its elements (CB&T strategy/policy, TNA, module design, reaction, CB&T systems etc.)	Result indicators of CB&T at the outcome (individual learning) and impact (panchayat performances) levels.
PERIODICITY AND FREQUENCY	Quarterly	Initially on an annual basis. This may be modified after all the strategies/policies/structures/systems/supply chain/infrastructure, etc. are set up properly in a state/UT.	Two times in an election cycle of five years ideally, comprising mid-term (2.5 years after the election) and five-year end line. However at the onset, a one-time baseline (immediately after the PRI elections are over) may be carried out since at present we may not have data for comparison.
RESOURCES	State nodal PRI CB&T institution	Third party independent evaluation anchored by the state nodal PRI CB&T institution	Third party independent evaluation anchored by the state nodal PRI CB&T institution
METHODOLOGIES	MIS based regular reports from various sources like trainers' end of training reports, participants' reactions/immediate feedback on training, training attendance reports etc.	Qualitative evaluation tool, data collection through interviews (structured, semi open), focus group discussions, questionnaire administration and secondary data collection as evidence/ basis for evaluation	Evaluation based on selected performance indicators and qualitative evaluation tool including data collection for primary data

It is important to understand some important points regarding these systems. These include:

- Inputs and outputs can be measured through regular monitoring and regular evaluation while outcomes and impacts can be measured through evaluation over a longer timeframe.

- The measurement of inputs and outputs through Input-Output monitoring and Input-Output evaluation will satisfy routine reporting requirements of the state and the MoPR and identify improvements in planning and implementation phases. But the measurements of outcomes and impacts will signify deeper changes and measure the real cost-benefit of the PRI CB&T.
- Input-Output Evaluation is expected to be an important constituent of the overall M&IE for PRI CB&T till all the states/UTs have fully developed strategies, systems, structures, supply chains etc. for PRI CB&T apart from the Outcome – Impact evaluation. After that timeframe/ or when the planning and implementation systems are fully developed and are at optimal level, Input-Output Evaluation system may require modifications according to the situation at that particular time.
- Evaluation of the outcome will capture changes in individual learning as well as provide qualitative commentary on influences of the social environment on the same. Similarly an evaluation of the impact will capture changes in the organizational (Panchayat) performances and also provide qualitative commentary on influences of organizational environment on the organizational performance. Qualitative commentaries will establish a cause-and-effect relationship between externalities and Panchayat performances and provide directions for improvement, if any.
- Changes in outcome and impacts occur over different and relatively longer time spans while inputs and outputs occur over shorter time spans.
- As there are many performance indicators at all levels, it is clear that all states/UTs will need strong IT applications with appropriate hardware, software and connectivity to capture and report indicators.
- As the ERs get usually elected every five years, the PRI CB&T M&IE cycle also should coincide with the election cycle. Baseline results may be different for every election cycle (due to turnover of old ERs and influx of new ERs, which may be to the tune of 60-80%).

INPUT-OUTPUT MONITORING SYSTEM

I. ELEMENTS OF A MONITORING SYSTEM

A typical monitoring system comprises of two elements:

- Performance indicators
- Management Information System (MIS)-a system of collecting relevant data and reporting performance indicators

PRI CB&T I/O monitoring will cover the steps of CB&T Planning, CB&T implementation and training reaction/immediate feedback.

II. PERFORMANCE INDICATORS (PIs)

CURRENT STATUS OF PIs

Performance indicators (PIs) are the benchmarks for overall system performances. PIs not only denote the system's performance but also provide a sense of direction for performance improvements.

Currently states/UT report several PIs in the I/O monitoring domain to account for expenditure, physical progress and ensure further fund release in a public domain function.

However, the current reporting suffers from two lacunae of:

- **Differing definitions of PIs:** Different states use different definitions and methods of calculations for the same performance indicator. E.g. coverage definitions may vary to denote a single day training coverage, a full domain training coverage or total training coverage covering all the domains of training as per the state's training package. These varied definitions raise difficulties of comparison among the states/UTs' coverage.
- **Lack of master and cumulative databases at the state/UT level to segregate the data for reporting of many indicators:** E.g. a majority of the states do not keep databases to segregate data of ERs from among EWRs/multi – termers/ GP level/BP level/DP level/ ST/SC/OBC etc. and life-time inputs received at various levels.

As a result it is difficult to monitor PRI CB&T focus needed by the States/UTs as well as for MoPR to compare performances across states/UTs.

One should look into the cost-effectiveness of the M&IE system and prioritize the indicators that should be monitored and evaluated.

PERFORMANCE INDICATORS

As is evident there can be many Performance Indicators (PIs) at all levels of input/output to outcome/impact levels. With the advent of IT/IT enabled systems, it is possible to measure and

report almost all the PIs in I/O monitoring. A long list of PIs for I/O Monitoring of PRI CB&T is developed in Appendix III with operating definitions and formulae for calculating the PIs. It is possible to add more PIs. However, reporting these indicators in I/O monitoring will be adequate for the state/UT needs as well as for MoPR to enable status and progress of PIs and enable comparison among the states/UTs over time. Also, PIs may be changed as per the scenario of the state/UT as well as changed over time with change in PRI CB&T scenario.

III. MIS FOR INPUT-OUTPUT MONITORING

Most of the states/UTs have developed MIS with basic reporting where significant micro level data gets reported. Very few states/UTs however, use IT for PRI CB&T segregated data capturing, updation and aggregation of data for reporting of PIs. Thus, usage of IT/IT enabled technology is imperative in I/O Monitoring.

The need of developing a web enabled application software for PRI CB&T I/O Monitoring is urgent as well as important for full-fledged reporting of the PIs in I/O monitoring.

Detailed formats for capturing and aggregation of relevant PRI CB&T data have been developed as shown in the table-3 below.

Table 3: Data Collection Formats of Input-Output Monitoring System

S. No.	Name of Data Collection Format	Purpose	Frequency	Level
1	Format for Planned Targets	To document planned targets of the PRI CB&T in state for each year	Annual	State Level
2	PRI CB&T – Cumulative Status	To document cumulative status of all CB&T activities in the state till the quarter in question since the beginning of election cycle	Quarterly	State Level
3	PRI CB&T – Quarterly Status	To document CB&T activities in the state only in the quarter in question	Quarterly	State Level
4	Training End Assessment Format	Four dimensional assessment of training by participants on trainer, content, delivery and logistics	As often as training events	Individual Training Event

The detailed formats listed in the table are attached in Appendix IV, V, VI and VII in the same order.

These formats will need to be filled up manually by concerned officials of M&IE at state level till they are converted into MS-Excel form (or any other appropriate/relevant software) for a computerized version. Both the formats for PRI CB&T – quarterly and cumulative status – would not be required upon computerization of the formats. Only the PRI CB&T – Quarterly Status Format would be required based on which cumulative status can be automatically obtained through appropriate formulae in the software.

As this guide is envisaged at a state level, the formats for I/O monitoring developed are also at the state level (except the training end assessment format) rather than a micro level training. Hence,

the state (PRD/SIRD) will need to develop the formats for the other reporting units, i.e. regional/district/ETC/block level formats from where data will be aggregated at the state level.

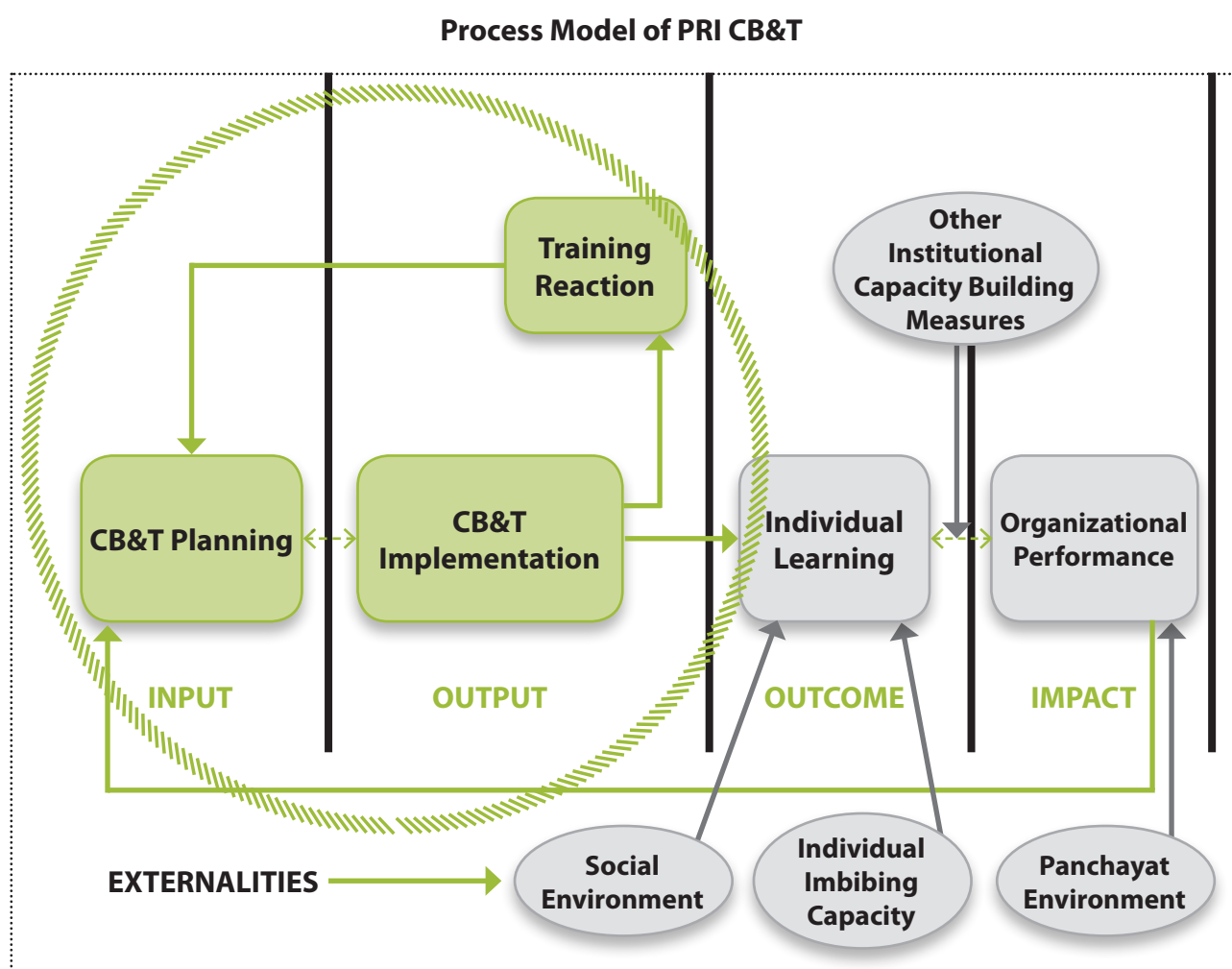
IV. FEEDBACK FROM I/O MONITORING

The PIs provide the status and progress of PRI CB&T in its various aspects/dimensions and will have multiple uses for varied users. E.g.

- CB&T managers in the state will use the PIs for improving the planned performances in PRI CB&T.
- The PIs will provide input data for oversight management and governance.
- Status reporting by States/UTs and as a basis for further fund releases along with other relevant data/supporting

INPUT-OUTPUT EVALUATION FRAMEWORK

The objective of Input-output evaluation is to help enhance the efficiency and effectiveness of the PRI CB&T program in the state/UT.



Input-Output evaluation helps identify and focus on qualitative issues and improvements in aspects of:

- i. CB&T effectiveness – soundness of design/relevance/extent of institutionalization/ efficient implementation and result orientedness etc. of strategies, policy, institutional structure, systems, financial resources, infrastructure etc.
- ii. Implementation arrangements comprises of:
 - **Institutional arrangements**- roles and responsibilities of stakeholders, communication, contracts, partnerships, fund flows, etc.

- **Systems-** project management, MIS, M & E, Fund release, contract management, training delivery, TOT, TNA, etc.
- **Processes-** stakeholders participation and ownership, transparency, etc.

Normally, these days the M&IE frameworks focus more on outcome-based M&E rather than input-output based evaluations. This is because focusing only on input - output is not adequate to guarantee outcomes/results. However, the PRI CB&T is at different maturity curves in different states/UTs and so are its currently deployed M&IE systems. Hence, as mentioned earlier, the system may be modified by the states/UTs whenever requisite systems/activities/strategies are operationalized.

As input-output evaluation focuses more on qualitative aspects (as different from Input-output monitoring, which focuses mainly on quantitative aspects), it is a relatively subjective assessment. An important design consideration then for developing I/O evaluation framework is ensuring that even though the framework and its application may be subjective, the subjectivity becomes consistent when applied by different evaluators, over different times and in different states/UTs. Other design considerations include durability (the framework should serve and be relevant for next 5 years or so), capability to produce comparable evaluation results over time and over different states/UTs, cost effective (takes relatively lesser time and efforts to develop resources for carrying out evaluations), capability to work in absence of strong data sets (as in significant instances accurate and updated databases may not be available) and simple to understand by all.

The above is a heady mix of design considerations for developing I/O evaluation framework. Evaluation scales are of various types and the state may develop its own evaluation scale based on the above design considerations. An example of an Evaluation framework for PRI CB&T is provided, in Table 5, which is in line with the Result Framework Document prepared by various government departments/ministries.

The Input-Output Evaluation framework comprises of:

- Parameters which are to be evaluated along with their definitions and weightage out of 100
- Parameters are subdivided into sub parameters where applicable along with weightage with all sub parameters weightage equal to total weightage of the parameter
- A progressive qualitative rating scale with defined benchmarks for performance indicators of parameters/sub parameters over a five-point scale

The parameters, sub-parameters and their weightages are outlined in subsequent table 4 (on the next page).

Table 4: Parameters, Sub Parameters And Weightage for Input-Output Evaluation

S. NO.	PARAMETER	EXPLANATION	PARAM-ETER WEIGHT	SUB PARAMETER/S	SUB PARAM-ETER WEIGHT
1	TRAINING POLICY	Policy is the internal wish of an institution through broad based statements of “what to focus on and priorities”. Training policy of the state/UT for PRI CB&T comprises elements of nodal PRI CB&T institution in the state/UT, pooled funding/ resources for CB&T among all major departments, convergence through high level CB&T coordinating committee etc. does the training policy to recognize the different requirements of EWRs and SC/ST ERs.	6	None	6
2	TRAINING STRATEGY	Strategy is the response of an organization to its external environment. It decides the “how to” part of meeting organizational objectives. Strategic elements comprise long-range plans, focus on holistic capacity building and usage of other approaches for capacity building apart from training, focus on multiple partnerships/functional literacy of ERs etc. Focus on EWRs and SC/ST ERs.	10	None	10
3	TRAINING INSTITUTIONAL STRUCTURE	Institutional structure comprises of governance, management and operations of institutional structure of the PRI CB&T nodal institution	5	Governance of nodal PRI CB&T institution	2
				Management of nodal PRI CB&T institution	3

S. NO.	PARAMETER	EXPLANATION	PARAM- ETER WEIGHT	SUB PARAMETER/S	SUB PARAM- ETER WEIGHT
4	TRAINING SYSTEMS	Systems are standard ways of doing tasks that need to be done repeatedly. Only major systems of PRI CB&T are considered here	21	TNA	3
				Module design and development	3
				Planning, selection, training, certification and continuing development of trainers also focusing on EWRs and SC/ST ERs.	4
				Training micro planning and scheduling	4
				Training budgeting and cash flow	2
5	TRAINING INFRASTRUCTURE	Training infrastructure comprises of space, fixtures and furniture, hardware and software and connectivity to ensure strong and timely delivery of the PRI CB&T	12	Beacon Panchayat programme	2
				Training M&IE	3
				Adequacy and spread of training infrastructure	12
6	USE OF ICT IN TRAINING	Information and communication technologies usage has to increase in future for delivering PRI CB&T	4	Use of ICT in PRI CB&T e.g. newsletters, helplines, SATCOM/broad band/Other ICT technology usage, community radio stations etc.	4
7	HR FOR TRAINING & MANAGEMENT & DELIVERY	HR for training management & delivery is the driving force for PRI CB&T in the State/UT. It comprises of adequate numbers of posts charted out in the structure, actually filled posts, HR available for training delivery in form of master trainers and trainers, continuing training and development of training management & delivery team, selection of training management team based on willingness and merit, relevant HR policies to manage training management team productively and at high motivational levels, regular review of existing team, adequate geographical & thematic spread of trainers etc.	12	None	12

contd.

table 4 continued

S. NO.	PARAMETER	EXPLANATION	PARAM-ETER WEIGHT	SUB PARAMETER/S	SUB PARAM-ETER WEIGHT
8	TRAINING DELIVERY		20	It comprises of actual training undertaken and no. of participants covered	6
				CB activities other than training carried out	5
				Knowledge gain reported by training participants	4
				CB&T software (training materials, learning aids, reference material for participants, training modules)	5
9	TRAINING FUNDS	Adequacy, timely availability, reporting etc. comprises this parameter	10	None	10
10	TOTAL		100		

The I/O evaluation framework/ tool based on the above weights is detailed out in the subsequent table.

Table 5: Input-Output Evaluation Framework

PARAMETER/ SUB PARAM- ETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
TRAINING POLICY	6	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> • Single nodal agency for PRI CB&T • High – level committee for overall CB&T planning and coordination in the state including all national missions/CSS and state level schemes & access to each others' pool of training resources/ infrastructure based on availability • PRI CB & T Planning is need-based as well as resources based • Significant financial contribution of the state to PRI CB&T • Focus on EWRs, SC and STs ERs
TRAINING STRATEGY	10	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> • Multiple modes deployed for capacity building apart from training (e.g. development communication, action research, ER network development, local resources' strengthening etc.) • Long term strategic CB plan exists and is implemented • Strong partnership strategy for PRI CB&T delivery • Strong linkages with Sakshar Bharat Mission for accelerated strengthening of functional literacy among ERs • Complete feedback loop from training strategy to training M&IE

contd.

table 5 continued

PARAMETER/ SUB PARAMETER	WEIGHT	I (weak)	II (average, scope of improvement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
TRAINING INSTITUTIONAL STRUCTURE- GOVERNANCE OF NODAL PRI CB&T INSTITUTION	2	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Regular meetings of governing body with majority of members present most of the time Functional autonomy to the nodal PRI CB&T institution to decide its own HR team and budget allocation within overall ceiling limits The governing body plays need-based roles of facilitating convergence, establishing linkages, resource mobilization support, strong oversight management etc The governing body has access and refers to third party evaluation reports of PRI CB&T and contribute to PRI CB&T improvements The governing body appoints CEO of the nodal PRI CB&T institution on merit basis.
TRAINING INSTITUTION STRUCTURE- MANAGEMENT OF NODAL PRI CB&T INSTITUTION	3	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Full-time CEO with no other charge/responsibility Direct fund transfer from MoPR to the nodal PRI CB&T institution Delegated decisions to PRI CB&T nodal institution for own reserves and surpluses and core cost recovery Value additive and need based roles played by the nodal PRI CB&T institution (e.g. training catalyst, local resource developer, training regulator/M&E, training content developer, training implementer, resource mobilizer etc.) Remuneration and cost norms as per prevailing market realities and not as per government standards

table 5 continued

PARAMETER/ SUB PARAM- ETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
TRAINING SYSTEMS- TRAINING NEEDS ASSESSMENT (TNA)	3	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none">• TNA as per national/state guidelines• TNA reflects needs of diverse target groups e.g. multi termers, EWRs, young ERs, ST/SC/ PTG ERs etc.• TNA outputs utilized to develop training modules, delivery methodologies and experiential learning aids• TNA coincides with election cycle and carried out every five years afresh• Adequate development of local resources in the state to carry out TNA
TRAINING SYSTEMS- MODULE DESIGN AND DEVELOPMENT	3	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none">• Module development based on DoPT guidelines considering entry behavior, exit behavior, learning points etc.• Module development to ensure proper mix of knowledge inputs, skill building and attitudinal inputs• Training modules are value – based, explaining the need and relevance of the training• Strong emphasis and broad based mix of experiential learning aids• User friendly training material with significant pictorial contents based on programme learning approach

contd.

table 5 continued

PARAMETER/ SUB PARAM- ETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
TRAINING SYSTEMS- PLANNING, SELECTION, TRAINING, CERTIFICATION AND CONTINUING DEVELOPMENT OF TRAINERS	4	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Evidence-based, need-based planning for developing geographically spread local resources Sound selection system comprising criteria and selection plan based on willingness, time availability and capacity of prospective faculties Training of trainers based on sound design of ToT with prescribed duration and strong emphasis on building trainers skills Certification and accreditation system for various cadres of trainers with regular periodic revalidations Significant continuing development of trainers cadres based on refreshers/emerging new training curricula and incentives for continuing training
TRAINING SYSTEMS- TRAINING MICRO PLANNING AND SCHEDULING	4	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Application software for micro planning/ re-planning and scheduling District/block specific micro planning based on externalities like natural calamity prone areas, seasonal influences, festivals and holidays Training venue selection based on cluster approach for GP level trainings Training venue suitable for EWRs with adequate facilities Optimal batch mix as per training objectives (e.g. all GP members for team building, all Mukhiya/Sarpanches and sachiv/secretaries for leadership and relevant training, DP/BP / GP members mix training for closer working of all levels of Panchayats etc.)

table 5 continued

PARAMETER/ SUB PARAM- ETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
TRAINING SYSTEMS- TRAINING BUDGETING AND CASHFLOW	2	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Reality-based DA/TA norms for participants Appropriate cost norms for food and hospitality and for trainers' compensation Appropriate drawing powers of concerned district level nodal officers Timely funds flows to training locations Accrual-based accounting of recurring costs
TRAINING SYSTEMS- BEACON PANCHAYATS PROGRAMME	2	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Detailed plan exists for beacon Panchayats programme (identification, development and certification) Sound identification of prospective beacon Panchayats based on appropriate indicators Development of learning circuits (learning points, design of learning events, identification of anchor ERs in beacon Panchayats and ToTs of anchor ERs) in selected Panchayats Existence of beacon Panchayats demonstration visits calendar with relevant details Incentives (tangible and intangible) for certified beacon Panchayats
TRAINING SYSTEMS- TRAINING M&IE	3	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> All three systems of M&IE designed, developed and implemented in the state (Input-output monitoring, input-output evaluation, outcome and impact evaluation)• M&IE cycle coincides with PRI CB&T and election cycle Tailor – made application software for input-output monitoring, MIS and reporting M&IE results fed back into PRI CB&T cycle on regular basis Adequate local resources developed in the state for undertaking third party M&IE as needed.

contd.

table 5 continued

PARAMETER/ SUB PARAMETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
ADEQUACY AND SPREAD OF TRAINING INFRASTRUC- TURE	12	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Adequate number of training facilities with the required spread in blocks/districts especially for non residential training Majority/all of the of the training facilities satisfy minimum standards of a training facility (e.g. light and sound control, less outside disturbances, provision of separate and clean washrooms for ladies and gents, provision of electricity, fans, seating space, training aids including notebooks and digital projectors, potable drinking water etc.) Majority of the training facilities are well connected by transport facilities e.g. transport facilities available within one km of the training venue. Strong coordination and partnerships for utilizing training facilities of other departments/institutions Strong presence of District Resource Centers/ Block Resource centers either of the state PRD or by civil Society
USE OF ICT IN TRAINING	4	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Regular Panchayat news letter reaching to more than 50% of the ERs Active free telephone helpline Use of SATCOM/broadband/ other ICT technologies on regular basis for PRI CB&T Significant presence of Community Radio Stations for PRI related Development Communication Use of IT/IT-enabled/ICT for PRI CB&T databases, communication etc.

table 5 continued

PARAMETER/ SUB PARAM- ETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
HR FOR TRAINING MANAGEMENT & DELIVERY	12	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	<ul style="list-style-type: none"> Adequate numbers of filled posts for PRI CB&T management in the nodal PRI CB&T institution Selection of PRI CB&T managers/core team members based on merit and interests Continuing training and development of PRI CB&T core team members (sound systems and other evidences) Multi disciplinary PRI CB&T team with track record in relevant areas (like research, development communication, public administration, training, training management etc.) HR team governed by result oriented HR systems promoting collegial climate comparable to institutions like ASCI, IIMs, IRMA and other similar institutions
ACTUAL TRAINING UNDERTAKEN AND NO. OF PARTICIPANTS COVERED	6	0-25% achievement	26-50% achievement	51-75% achievement	76-100% achievement	100% achievement and above. Indicators are - <ul style="list-style-type: none"> Training undertaken against planned No. of participants covered against planned Categories of participants covered against planned (EWR, SC, ST)
CB ACTIVITIES OTHER THAN TRAINING CARRIED OUT	5	Any one CB activity other than training operationalized	Two to three CB activities operationalized with average reach/coverage	4-6 CB activities designed, most operationalized and having varied reach/ coverage	Large number of different CB activities designed, operationalized, most having significant reach/ coverage age	100% population reached through a large number of CB activities other than training <ul style="list-style-type: none"> Menu can include newsletters, helplines, radio/TV programmes, folk media interventions, community radio, exposure visits etc.

contd.

table 5 continued

PARAMETER/ SUB PARAM- ETER	WEIGHT	I (weak)	II (average, scope of im- provement)	III (Good, rapid improvements possible)	IV (Very Good, close to level V)	V (Outstanding, best practice, close to ideal, model for demonstration to others)
KNOWLEDGE GAIN REPORTED BY TRAINING PARTICIPANTS	4	0-20%	21-40%	41-60%	61-80%	81-100% Indicators are: • No. of training programs measuring knowledge gain through pre – and post –training test mechanism • No. of participants reporting knowledge gain • Extent of knowledge gain reported by participants
CB&T SOFTWARE (TRAINING MATERIALS, LEARNING AIDS, REFERENCE MATERIAL FOR PARTICIPANTS, TRAINING MODULES)	5	Only scattered attempts of developing some or other things out of the list mentioned in the list	Some of the software developed for some of the topics	Some of the software developed for majority of the topics	Some material developed for all the training topics	All the material developed for all the topics. Indicator is each of the training topics should have the following developed i. Core content ii. Training module iii. Trainer's guide iv. Training material and aids including experiential learning aids v. Participants reference material including FAQs
TRAINING FUNDS	10	Any one indicator evident/ practiced	Any two of the five indicators evident/ practiced	Any three of the five indicators evident/ practiced	Any four of the five indicators evident /practiced as per scale V	• Need based planning for PRI CB&T over long range and yearly based on total funds requirements including capital and recurring costs • Proactive resource mobilization function to meet any funding gaps if any or if not relevant than timely submission of accounts, supporting and utilization certificate from blocks/districts/nodal PRI CB&T institution/ state PRD/MoPR • Majority of funds entitlements for PRI CB&T from MoPR/MoRD released in prescribed time • Generation of reserves and surpluses/ core cost recovery from CSS • Actual expenditure rates closely matching total funds released.

I. METHODOLOGY FOR CARRYING OUT I/O EVALUATION

The qualitative evaluation comes out in the quantitative manner with specified marks for each parameter/sub parameter. The marking in this scale involves multiplying the weight of a parameter/sub-parameter by the number of degree score of the parameter/sub-parameter. The total maximum marks thus are 500. This occurs when all parameters/sub parameters score highest degree i.e. fifth degree/level. In case no indicator shown in Scale V is evident, the score will be zero for the particular parameter/sub parameter.

While the overall scale may be utilized to depict overall progress/improvements in the I/O cycle of a state/UT with respect to time/previous overall evaluation scores, the degree scored by a parameter/sub parameter indicates the status and direction of likely improvements. Thus, the evaluation comes out with indicative improvements each year in each of the parameters/sub – parameters as a natural extension of the evaluation.

As the evaluation scale utilizes judgment on qualitative aspects, it is important that the evaluators not only possess in-depth familiarity with PRI CB&T, but are also trained by the state to administer the evaluation tool.

The external evaluation agency contracted by the state to carry out the evaluation will develop a checklist/interview schedule for evaluation. A sample inquiry framework is given in table 6 on the next page for a few parameters/sub parameters. The inquiry framework provides sample questions to be asked for each parameter/sub parameter and supporting documents that may be required as basis of rating/rationale apart from discussions with stakeholders. The contracted agency will need to develop this further for all the parameters and sub parameters and modify as per state scenario. The evaluation protocol is to be administered on the state nodal PRI CB&T institution and the PRD as appropriate. Certain discussions may also be required with other related departments such as rural development, ATI, etc. for further in-depth inquiry and cross-verification.

Table 6 follows on next page

Table 6: Inquiry Framework for Input-Output Evaluation

S. No.	Parameter	Indicative Questions	Indicative Documents/ Evidence For Verification
1	Training Policy	<ul style="list-style-type: none"> Does the state have a written or unwritten policy? Does the state have a nodal PRI CB&T Institution? What is the name of the institution? Is there a high – level committee specifically for CB&T planning and coordination of the state? Does this committee ensure inter-departmental access to resources for CB&T? What is the average expenditure on PRI CB&T in the state per annum? How much does the state contribute to the financial expenditure? Wherever relevant, reasons to be inquired in case practices non-existent/weak. 	<ul style="list-style-type: none"> Document in case of written policy Proof of separate institution for PRI CB&T (SIRD/PRIT) Government Order/Memo/Document/Resolution about the High Level Committee Example of access to each others' pool of resources for CB&T Financial documents showing expenditure and state contribution
2	Training Strategy	<ul style="list-style-type: none"> Is there a clear strategy planned for the PRI CB&T in the state? Is it written or unwritten? What is the duration of the plan? Who are the partners for the PRI CB&T implementation? Is feedback from training implementation taken into consideration for further CB&T planning? Wherever relevant, reasons to be inquired in case practices non-existent/weak. 	<ul style="list-style-type: none"> Document in case of written PRI CB&T strategy Clarity of articulation of strategy amongst stakeholders of PRD/SIRD/PRIT Proof of operationalization of multiple modes of CB&T in the state – annual report of the institute, contracts, monitoring reports, etc.

table 6 continued

S. No.	Parameter	Indicative Questions	Indicative Documents/ Evidence For Verification
3	Training Institutional Structure- Governance Of Nodal PRI CB&T Institution	<ul style="list-style-type: none"> Does the institute have a governing body? If so, how often are they required to meet as per rules? How often do they actually meet? If it is not as per the rules, what are the reasons? Does the nodal institute have the freedom to recruit team members on its own? Is the institute allowed to allocate budgets within ceiling limits for priority areas decided on its own? Does the governing body interact/liaison with other departments/training institutes/organizations for convergence, resource mobilization, etc.? Does the governing body refer to evaluation reports of the PRI CB&T and suggest improvements accordingly? Does the GB appoint the full time CEO for the institute? 	<ul style="list-style-type: none"> Minutes of meetings of the governing body for the year Resolutions of the governing body for various relevant decisions
4	Training Institution Structure- Management Of Nodal PRI CB&T Institution	<ul style="list-style-type: none"> Does the nodal PRI CB&T institute have a full time CEO with no additional charges? Does the institute receive funds directly from the MoPR for PRI CB&T? Do the functionaries of the institute receive remuneration as per market rates or as per government norms? What are the various activities conducted by the Institute? Wherever relevant, reasons to be inquired in case practices non-existent/weak. 	<ul style="list-style-type: none"> Government orders/memos regarding head of institute GO/memo regarding remuneration of staff Fund/bank statements to show funds directly from MoPR Annual report of the institute, if any

contd.

table 6 continued

S. No.	Parameter	Indicative Questions	Indicative Documents/ Evidence For Verification
5	Training Systems- Training Needs Assessment (TNA)	<ul style="list-style-type: none"> Has TNA been conducted in the state? Who conducted the TNA? When was it carried out? How long was the TNA? What were the major findings of the TNA? Have the findings been utilized in development of relevant CB&T software? Is the TNA carried out in tandem with Panchayat elections in state? Wherever relevant, reasons to be inquired in case practices non-existent/weak. 	<ul style="list-style-type: none"> TNA report (latest and previous if available)
6	Training Systems-Module Design And Development	<ul style="list-style-type: none"> Are the modules designed and developed in-house or outsourced to an agency? Are you aware of DoPT, GoI's guidelines for module development? What was the process followed in the state for module development? What components does each module cover? Does it cover knowledge, skill and attitudinal aspects? What are the experiential learning aids designed? Do the modules explain why the subject area is important/relevant for functioning of Panchayats? 	<ul style="list-style-type: none"> Proof of outsourcing – contracts for module design and development Examples of knowledge, skill and attitude for few modules Final modules developed by the state Experiential learning aids designed in the modules provided by the state

table 6 continued

S. No.	Parameter	Indicative Questions	Indicative Documents/ Evidence For Verification
7	Training Systems- Planning, Selection, Training, Certification And Continuing Development Of Trainers	<ul style="list-style-type: none"> Are the best practices from other states/countries incorporated in training plan or are same methodologies followed every year? What are the criteria for selection of trainers? What is the process of selection? How long are the ToTs? What is the focus of the ToT? Is there a system of gradation of trainers? Do trainers have to undergo refresher on a regular basis (e.g. annual refresher, quarterly reviews, etc.)? Are trainers required to attend additional seminars/ programs for their continuing development/ upgradation of knowledge and skills? Are these programs for updation self-financed or funded by state? 	<ul style="list-style-type: none"> Annual plans for past 3 years GO/memo/resolution of the institute stating criteria for selection of trainers Question papers/results of examinations, if any Training reports of ToT Reports on gradation/accreditation of trainers Refresher training reports Resolutions/documentation regarding additional seminars/ programs for trainers with costs and source additional seminars/programs for trainers with costs and source of funding
8	Training Systems- Training Micro Planning And Scheduling	<ul style="list-style-type: none"> Has software been developed for Micro planning/ scheduling of training? Does the planning process consider micro level factors such as festivals, disasters/seasonal calamities, etc.? What is the process of venue selection? How many Panchayats are covered under one location, on an average? Do the training venues have adequate facilities such as toilets, drinking water, etc. How are batch mixes decided? What is the normal set of participants for each training batch? 	<ul style="list-style-type: none"> List of training venues and Panchayats covered Training reports Feedback forms of participants Photos of training venues

contd.

table 6 continued

S. No.	Parameter	Indicative Questions	Indicative Documents/ Evidence For Verification
9	Training Systems- Training Budgeting And Cash Flow	<ul style="list-style-type: none"> What is the average cost of travelling to the training venue for the ERs? What is the TA/DA provided to them? What is the cost of food and hospitality per training? Are the present norms of TA/DA sufficient? What is the cost of trainers per training? Do district level nodal officers for training have drawing powers (powers to withdraw money)? When do training funds reach the training location? When are participants paid TA/DA? 	<ul style="list-style-type: none"> Documentation (GO/memo/resolution) for TA/DA provision to participants Accounting slips in tandem with training reports
10	Training Systems-Beacon Panchayats Programme	<ul style="list-style-type: none"> Does a detailed plan exist for development of beacon Panchayats? What are the criteria set for beacon Panchayats? Have learning circuits been developed for enhanced learning experience of visits to the identified Beacon Panchayats? 	<ul style="list-style-type: none"> Official documentation on <ul style="list-style-type: none"> Beacon Panchayat Development Plan Criteria for beacon Panchayat Learning circuits Reports on visits to beacon Panchayats
11	Actual Training Undertaken And No. Of Participants Covered	<ul style="list-style-type: none"> How many training batches were planned for the year? What was the planned coverage of participants? How much has been covered? Wherever relevant, reasons to be inquired in case practices non-existent/weak. 	<ul style="list-style-type: none"> PRI training plan document for year under evaluation Updated data regarding coverage of training with break up of target groups (Panchayat wise ERs. EWR/SC/ST wise coverage)

table 6 continued

S. No.	Parameter	Indicative Questions	Indicative Documents/ Evidence For Verification
12	CB Activities Other Than Training Carried Out	<ul style="list-style-type: none">• Does the state carry out any activities apart from training targeted at PRIs?• How many capacity building strategies have been operationalized?• Wherever relevant, reasons to be inquired in case practices non-existent/weak	<ul style="list-style-type: none">• Capacity building strategy document• Capacity building Activity report• Annual report of institution reporting the capacity building activity mentioned
13	CB&T Software (Training Materials, Learning Aids, Reference Material For Participants, Training Modules)	<ul style="list-style-type: none">• How many thematic areas have been identified for PRI CB&T?• For how many thematic areas have modules been developed?• Training materials have been developed for how many thematic areas?• How many thematic areas have entire CB&T software package?	<ul style="list-style-type: none">• List of thematic areas identified for the PRI CB&T• Final modules in use for training• Final training materials and reference materials in use• Learning aids being used in the state for training

Table 7 follows on next page

II. SUMMARY OF I/O EVALUATION

The specifications for the I/O evaluation comprises:

Table 7: I/O Evaluation Specifications

PARAMETER	SPECIFICATION
OBJECTIVE	To diagnose and improve input-output conversion cycle.
FREQUENCY	Once per year, till all strategies/ policy/ structure/ systems/ supply chain delivery etc. are set up, Then it may be discontinued or done every 3-5 years
RESOURCE	Independent third party, two persons team (minimum) with relevant experience of more than 10 years and relevant academic qualifications. Periodic internal evaluation also may be carried out.
METHODOLOGY FOR DATA COLLECTION	Individual interviews (structured, semi open etc.), Focus Group Discussions, questionnaire administration, relevant reports/documents and documentary evidences and data sets as required and available
EVALUATION METHODOLOGY	I/O evaluation tool.
TIME PERIOD	3-4 weeks, to be done at the end of every 12 calendar year coinciding with the election cycle.
CONTRACT TYPE	Institutional, lump sum, quality cum cost based selection
PROCUREMENT SPECIFICATIONS	The third party evaluation agency should have adequate experience in M&IE and in-depth understanding of PRI and CB&T. It is recommended that the process of selection and contracting of third party evaluation agency be started earlier than the actual time period of evaluation so the process may be initiated and results received in time to make improvements for the next year.
USAGE BY THE STATE/UT	The evaluator team will not only rate the parameters but also offer explanations and documentary evidences for the rating and accordingly the ways for further improvements. The state nodal PRI CB&T institution may use the evaluation in conjunction with the previous/baseline evaluation and compare qualitative changes occurring over time period in various parameters and to further improve.
USAGE BY MoPR	Evaluate the status and enables comparison of various states/UTs in various parameters of PRI CB&T.

OUTCOME- IMPACT EVALUATION

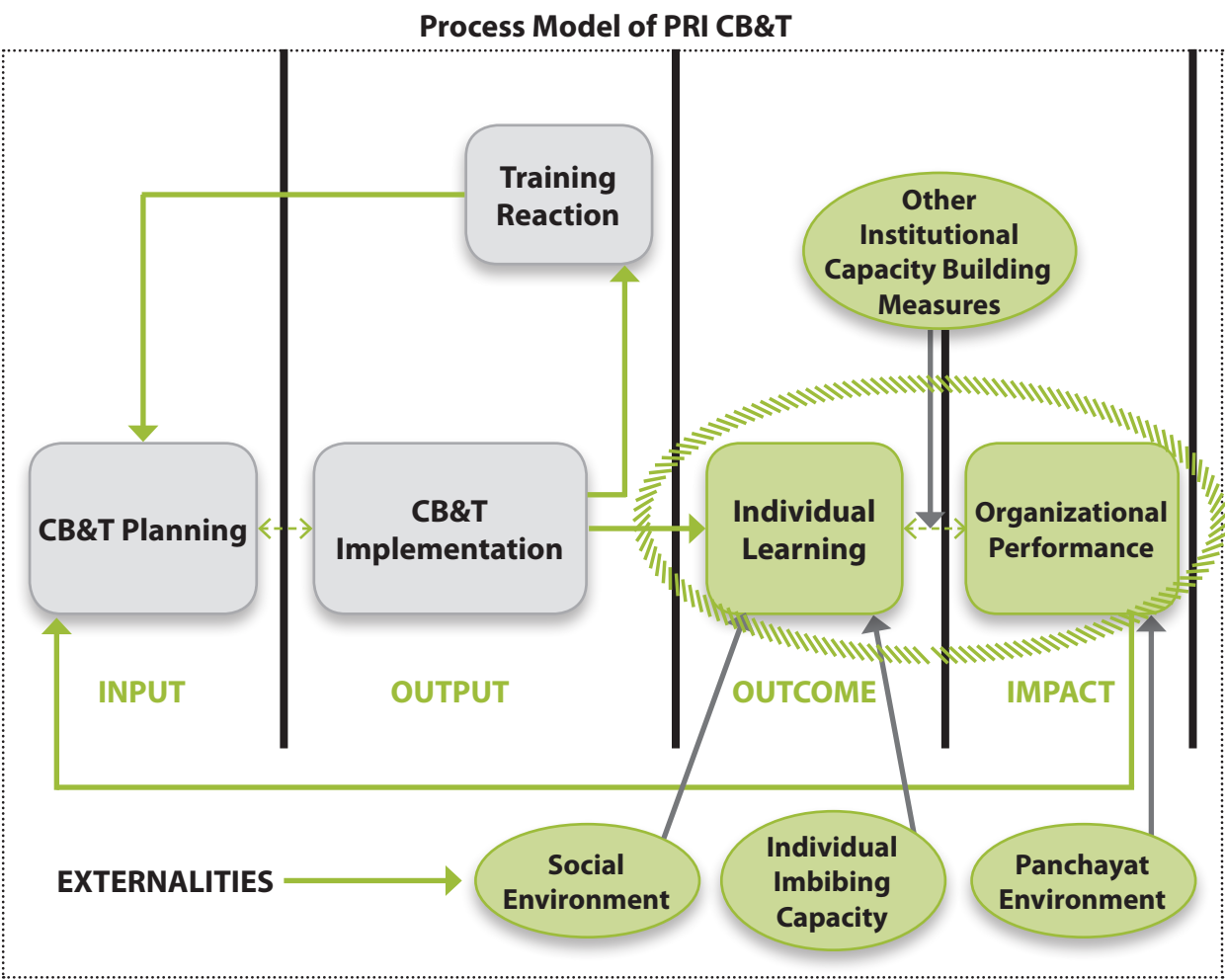
I. OUTCOME- IMPACT DEFINITIONS

As argued earlier, achievements of outputs alone do not guarantee results or achievements of the objectives/impact. Measurement of impacts therefore is a separate exercise in M&E apart from I/O monitoring and I/O evaluation.

Impact is the final developmental change desired. Outcomes are the developmental changes between the completion of the outputs and achievement of impacts.

Outcome-impacts are relatively larger developmental changes, which are affected by the externalities apart from a project/intervention. Thus, the causal chain, which is relatively easier to understand/ prove from Input-Output, is grayer in case of outcomes-impacts. Also the purpose of the outcome/impact evaluation is to understand and evaluate the extent to which outputs of CB&T have affected outcomes/impacts.

II. OUTCOME-IMPACTS IN PRI CB&T



Outcome-Impact evaluation in PRI CB&T comprises two levels of results, viz:

- **Outcome:** which is “individual learning” and reflects changes in the knowledge, skill and attitudinal behaviors of ERs.
- **Impact:** which is “organizational performance” and reflects changes in the performances of Panchayats.

A typical framework for outcome-impact evaluation comprises performance indicators and evaluation methodology for measuring the outcomes/impacts. It is clear that the results will occur firstly at outcome level, then finally at impact level over differing time horizon.

III. PERFORMANCE INDICATORS

As evident, there can be many performance indicators of outcomes and impacts. A list of performance indicators for outcome (Individual Learning) is detailed out in Appendix –VIII.

Impact indicators are visualized to be of quantitative as well as qualitative nature. Qualitative indicators are mainly process oriented and reflect democratic, participative processes occurring for decision making in Panchayats. As these indicators occur when actual work processes (meetings, discussions, decision making etc.) happen, the information for these indicators is collected through trained observation. Quantitative impact indicators are outlined in Appendix-IX.

The above lists for outcome and impact are indicative and need to be modified as per the state situation (state PRI act, etc.). The state may also add more PIs to both lists as per state priorities.

The performance indicators provided are for evaluation of functioning of Gram Panchayats and their ERs. Similar list of performance indicators may be developed for the district and block Panchayats according to the roles and responsibilities of delineated in the respective states’ acts, rules and regulations.

IV. QUALITATIVE SCALE

A sample qualitative scale for evaluating qualitative impact indicators is detailed out in subsequent table 9. The evaluation scale provided here is meant for Gram Panchayats. The evaluation agency contracted by the state will need to develop similar scales at district and block Panchayat levels in tandem with state PRI Act, as roles and responsibilities of the constituent elements of the PR system varies from state to state. This scale shown in table 9 will also require modification in states where PESA is applicable where Gram Sabhas have more authorities. The scale comprises eight parameters as outlined in the table below, each with different marks and weightage.

Table 8: Qualitative Parameters For Impact Evaluation

S.NO.	INDICATOR	WEIGHTAGE
1	VISION OF VILLAGE DEVELOPMENT	13
2	GP MEETING PARTICIPATION	13
3	GRAM SABHA MEETING PARTICIPATION	13
4	DATABASES AND RECORDS UPDATED IN GP OFFICE	13
5	FUNCTIONING OF STANDING COMMITTEES	13

S.NO.	INDICATOR	WEIGHTAGE
6	INCLUSION OF EWR/SC/ST: PARTICIPATION IN GP MEETINGS, STANDING COMMITTEE AND DECISION MAKING	13
7	PERFORMANCE OF SCHEMES	15
8	HEADING TOWARDS BEING A MODEL GP	7
	TOTAL	100

The benchmarks of performance for these eight parameters are designed at three different levels of weak, scope for improvement and good. The score for each parameter is calculated by multiplying the weightage of the parameter by the degree it scores in the evaluation. Thus, the total maximum score possible for qualitative indicators is 300. The evaluation is to be applied to all sample GPs when their actual meetings/processes are happening. Thus the schedule of impact evaluation of qualitative indicators needs dovetailing/coordination with the Panchayat meetings happening on the ground.

The evaluation scale is outlined in the subsequent table 9.

Table 9: Tool For Evaluating Qualitative Impact Indicators

INDICATOR	WEIGHT-AGE	LEVEL-1 (WEAK)	LEVEL-2 (SCOPE FOR IMPROVEMENT)	LEVEL-3 (GOOD)
VISION OF VILLAGE DEVELOPMENT	13	<ul style="list-style-type: none"> ERs are not able to articulate clear developmental priorities of their GP and do not articulate broad steps sequence of implementation. ERs are not able to articulate any specific suggestions for improvement in their GP None of the ERs are able to articulate idea of total resources of villages 	<ul style="list-style-type: none"> Some ERs are able to articulate some developmental priorities of their GP and broad steps for implementation of same Some ERs are able to articulate some broad ideas for improvements in their own GP Some ERs are able to articulate idea of total resources of villages or resource strengthening measures 	<ul style="list-style-type: none"> ERs clearly articulates major developmental priorities of the village/s in their GP and broad steps of implementation of same ERs have fair idea of total revenue budget of their GP and articulate revenue ERs articulate specific and several ideas of improvement of functioning of their GP
GP MEETING PARTICIPATION	13	<ul style="list-style-type: none"> Weak participation of members in meetings Members present less than 80% No facilitation role played by anybody to bring out participation 	<ul style="list-style-type: none"> Participation of significant number of members in the meeting Members present at least 80% Some role of facilitation played by the Sarpanch or other members 	<ul style="list-style-type: none"> Participation of almost all the members present including EWR, ST/SC ERs 100% GP members present in the meeting Facilitating role played by the Sarpanch to bring out participation of all

INDICATOR	WEIGHT-AGE	LEVEL-1 (WEAK)	LEVEL-2 (SCOPE FOR IMPROVEMENT)	LEVEL-3 (GOOD)
GRAM SABHA MEETING PARTICIPATION	13	<ul style="list-style-type: none"> Weak participation of villagers No quorum in the first Gram Sabha meeting No facilitation role played by anybody to bring out participation 	<ul style="list-style-type: none"> Participation of significant number of villagers in the meeting Some role of facilitation played by the Sarpanch or other Panchayat members Quorum of Gram Sabha barely satisfied 	<ul style="list-style-type: none"> Participation of almost all the members present including ST/SC, women etc. Facilitating role played by the Sarpanch to bring out participation of all Quorum satisfied and more presence of villagers in the first instance in Gram Sabha
DATA-BASES AND RECORDS UPDATED IN GP OFFICE	13	<ul style="list-style-type: none"> Minimal required data/record available in GP office, not filed systematically Minimal information of schemes status, progress etc. available in GP and not systematically filed 	<ul style="list-style-type: none"> Majority of the required data/record available in GP office, filed systematically Majority information of schemes status, progress etc. available in GP and systematically filed 	<ul style="list-style-type: none"> All the required data/record available in GP office, filed systematically All information of schemes status, progress etc. available in GP and systematically filed
FUNCTIONING OF STANDING COMMITTEES	13	<ul style="list-style-type: none"> Weak (lesser than 80%) attendance of members in Committee meeting Weak participation in Committee and its meetings Weak facilitation role played by Chairperson/any other member 	<ul style="list-style-type: none"> Committee meeting attended by majority ($\geq 80\%$) of the members Participation of significant numbers of members in the meeting Committee members are not able to identify any specific contribution to GP Some facilitation role played by Chairperson or other members of Committee 	<ul style="list-style-type: none"> Committee meeting attended by all (100%) members Participation by all members in discussions, decision-making etc. Committee members are able to identify specified contributions of Committee to GP in the last six months Adequate facilitation role played by Chairperson or other members

contd.

INDICATOR	WEIGHT-AGE	LEVEL-1 (WEAK)	LEVEL-2 (SCOPE FOR IMPROVEMENT)	LEVEL-3 (GOOD)
INCLUSION OF EWR/ SC/ST: PARTICIPATION IN GP MEETINGS, STANDING COMMITTEE AND DECISION MAKING	13	<ul style="list-style-type: none"> Minimal participation of EWR/SC/ST in GP meetings Minimal representation of EWR/SC/ST in Standing Committees and in its meetings Minimal or no say in decision making 	<ul style="list-style-type: none"> 50-80% attendance of EWR/SC/ST in GP meetings Adequate representation of EWR/SC/ST in Standing Committees Some participation in decision making processes 	<ul style="list-style-type: none"> 81-100% attendance in all GP meetings with active participation Adequate and proportionate representation of the EWR/SC/ST in Standing Committees and their active participation in all SC meetings and discussions Active participation in all decision making processes
PERFORMANCE OF SCHEMES	15	<ul style="list-style-type: none"> 0-50% implementation of schemes 	<ul style="list-style-type: none"> 51-80% implementation of schemes 	<ul style="list-style-type: none"> 81-100% implementation of schemes
HEADING TOWARDS BEING A MODEL GP	7	<ul style="list-style-type: none"> No such vision or actions 	<ul style="list-style-type: none"> Initiation of some such actions to lead towards model GP 	<ul style="list-style-type: none"> Full fledged implementation of at least one initiative towards being a model GP
TOTAL	100	100	200	300

Then aggregating the evaluation of each GP is done, which will answer how many of the sample GPs fall in various categories for various parameters as well as overall scores of all GPs.

V. EVALUATION METHOD

As is clear, evaluation of outcome and impacts will require secondary data as well as field survey. Statistical sampling will have to be resorted to for the field survey, unless the state/UT decides to carry out 100% evaluation of all Panchayats. While, sampling of the Panchayats as well as for the users is random, sample of ERs is purposive to choose those ERs who have undergone training/ been exposed to CB&T initiatives for the purpose of the evaluation. With the overall values of PIs, the state/UT can add relevant PI or break up the indicators to pinpoint areas of bottlenecks and direct improvement measured. These may include measuring PIs not only for overall but also for:

- EWR/ST/SC separately
- Three tiers of PRI of GP/BP/DP separately
- PESA and Non PESA Panchayats separately
- Zone-wise break up in large states like UP

The state/UT may decide which PIs to evaluate and also decide for which PI accuracy of the data requires statistical significance and for which PI only indicative values would do. This will assist the state in limiting the sample size. Some of the indicators would require basic templates with the state/UT. For example, PIs like “ % of ERs accurately articulating functions of Sarpanch/GP etc.” will require ready factual answers regarding the functions with the evaluators to compare and evaluate the actual performance with the benchmarks performance scales provided. These may be developed by the third party evaluation agency for all three Panchayats (GP/BP/DP) as per the evaluation scale that will be developed.

In case of quantitative evaluation of outcome, one-to-one interviews will be carried out with ERs to check their awareness and knowledge levels post CB&T activities. As for evaluation of quantitative impact indicators, the evaluation agency will require to discuss with members and community members of sample panchayats as well as go through relevant documents of the sample Panchayats to come out with the results.

The third party evaluation team's ToR, of Outcome-Impact Evaluation of PRI CB&T, will thus include:

- Development of evaluation scales and performance indicators for District Panchayat and Block Panchayats and modification of existing scale and PIs as per State PRI Act and rules and regulations.
- Development of questionnaires, interview schedules, FGD schedule etc. that are in tandem with the PRI system/laws, PRI CB&T system in the state and the Outcome-Impact Evaluation Framework modified by the state as per its requirement. These data collection tools may also require to be translated into the local language to be administered by the field team of the agency.
- Ready menus of correct answers for the Outcome and Impact performance indicators. Some examples of indicators requiring ready menus are:
 - All the functions/responsibilities of Panchayat (GP/BP/ZP)
 - Powers and responsibilities of Sarpanch/Mukhia/Pradhan/Pramukh
 - List of Standing Committees and their roles and responsibilities (standing committees of all three panchayats)
 - Procedure to sanction works at panchayat level
 - Accounting procedure in Panchayats
 - List of schemes implemented in the state and their major provisions
- Sampling of Panchayats, ERs and users/community members
- Translation of evaluation protocol and data collection tools
- Capacity building and training of field researchers on administration of the evaluation protocol and data collection tools
- Pilot testing and fine tuning of data collection tools and evaluation protocol based on feedback from field testing
- Actual Field studying sample Panchayats to administer evaluation protocol and data collection tools among relevant stakeholders
- Develop draft outcome-impact evaluation report and finalize by incorporating changes as per feedback from state (carry out presentation, if required).

WAY FORWARD FOR STATES/UT IN OPERATIONALIZING THE PRI CB&T M&IE FRAMEWORK

I. M&IE OPERATIONALIZATION PLAN

A format is provided for developing the operationalization plan of the M&IE framework in states/UTs in Table 10 below.

Table 10: Framework for Developing Operationalization Plan of PRI CB&T M&IE Framework in states/UTs

TASK	RESPONSIBILITY (Point Person Responsible to take this further)	TIMELINE FOR COMPLETION OF THE TASK
Finalizing the M&IE framework with State specific modifications		
Translating the M&IE framework into Hindi/local language		
Formalizing the M&IE Data flow structure and nominating the functionary responsible for data compilation and reporting at each level		
Identifying any additional requirements for operationalizing the framework, if any		
Developing reporting formats for Block/district/regional levels		
Developing data compilation structure in Excel or compatible software and installing the same at all reporting units		
Conducting Training of all Concerned M&IE Persons (A training schedule may be prepared and shared)		

During the State level ToT Workshops on the M&IE Framework in UNDP-CDLG project funded states, formats were provided for developing:

- Data Flow structure: Reporting Units through which data for M&IE systems will flow in the state
- Training Plan for training of concerned M&IE functionaries of the state

These formats are attached in Appendix X, which the states may modify and develop as per their need and structure.

II. HUMAN RESOURCES& BUDGET FOR PRI CB&T M&IE

The human resources and budget required for carrying out monitoring and impact evaluation will be drawn from the overall budget of PRI CB&T.

TRAINING PACKAGE FOR STATE LEVEL TOT ORIENTATION WORKSHOP ON M&IE GUIDE

OVERALL OBJECTIVE:

To orient the relevant stakeholders of PRI CB&T in the state on the PRI CB&T M&IE guide in order to create a pool of resource persons at state level for the same

DURATION

Two days, total 12 hours of training/learning input

PARTICIPANTS

Concerned executives (functionaries in charge of M&IE and CB&T) of the state Department of Panchayati Raj, SIRD/PRIT, M&IE partner if any etc.

LANGUAGE OF DELIVERY

A combination of Hindi and English

AUDIO VISUAL AIDS AND HANDOUTS

- Power point slides on M&IE concepts and frameworks
- M&IE guide and other reference material in CDs
- Hard copies of formats for mock exercises

PARTICIPANTS KIT

To be organized by SIRD/PRIT/PRD – notepad, pen, folder

FACULTY

Core faculty will be drawn from the authors of the M&IE guide i.e. Team Ramana

OTHER PREPARATIONS FOR TRAINING

It is requested that the representatives from the state department of Panchayati Raj also carry along with them hard and soft copies of the existing PRI & PRI CB&T data which can be used to carry out mock exercises of filling up formats of the guide. It will also be helpful, though not mandatory, if some ERs can be invited on day 2 to participate in the mock exercise, where interviews may be conducted with them and their responses documented appropriately in the relevant formats as part of the mock exercise.

DAY 1

1) Introduction and Welcome

Duration: 15 minutes

Objective: To have a round of preliminary introductions among participants, trainers and organizers

2) Opening remarks-Director SIRD/ nominated official of the state PRD

Duration: 20 minutes

3) Emerging concepts in M&IE- outcome oriented M&IE, RBMs frameworks, result chain framework for PRI CB&T in the state

Duration: 20 minutes

Learning objective:

- Recent shift in the trend of monitoring and evaluation in government and development partners

Methodology for delivery:

- PowerPoint presentation
- Discussions
- Feedback from participants

4) Overall architecture of M&IE guide:

Duration: 60 minutes

Learning objective:

- To understand the base concepts of the M&IE framework of the guide

Methodology for delivery

- PowerPoint presentation
- Discussions

5) Exercise on Input-Output-Outcome-Impact:

Duration: 45 minutes

Learning objective:

- To explain the concepts of input, output, outcome, impact

Methodology for delivery:

- PowerPoint presentation
- Sub – group formation and exercise of developing an example of the concept discussed

6) Input-Output Monitoring System:

Duration: 90 minutes

Learning objective:

- Overview of I/O Monitoring system

Methodology for delivery:

- PowerPoint presentation
- Discussions

7) Mock Exercise in groups of filling up I/O Monitoring System formats:

Duration: 90 minutes

Learning objective:

- To be able to understand the I/O Monitoring system in detail
- To see the applicability of the system within state scenario

Methodology for delivery:

- PowerPoint presentation
- Filling forms of I/O Monitoring Systems in groups
- Feedback on formats

8) Input-Output evaluation System:

Duration: 40 minutes

Learning objective:

- Overview of I/O Evaluation system

Methodology for delivery:

- PowerPoint Presentation
- Discussions

9) Mock Exercise in groups of filling formats of I/O Evaluation systems:

Duration: 40 minutes

Learning objective:

- To be able to understand the I/O Evaluation protocol of the guide
- To be able to understand the evaluation framework in the context of the state scenario and envisage changes in and implementation of the same

Methodology for delivery:

- PowerPoint presentation
- Administering I/O Evaluation Protocol in sub groups
- Feedback on formats

10) Open Session and Winding up for the day:

Duration: 10 minutes

Methodology for delivery:

- Q&As
- Discussions

DAY 2**1) Recapitulation of previous day:**

Duration: 20 minutes

Objective: To clarify any doubts that the participants may have on topics covered on the previous day

Methodology for delivery:

- Q&As
- Discussions

2) Outcome-Impact Evaluation System:

Duration: 60 minutes

Learning points:

- Overview of the Outcome-Impact Evaluation system

Methodology of delivery:

- PowerPoint presentation
- Discussions

3) Mock exercise in groups on Outcome Impact Evaluation system with ERs:

Duration: 90 minutes

Learning points:

- To understand the evaluation protocol of the guide
- To understand the evaluation framework and performance indicators of outcome and impact in the context of the state scenario and envisage changes in and implementation of the same

Methodology of delivery:

- PowerPoint Presentation
- Sub group formation and exercise as prescribed by the trainer
- Discussions

4) Way forward

Duration: 60 minutes

Objective:

- To explain the framework for the development of developing the Operationalization Plan of the M&IE guide with state specific activities, as required
- To decide a time frame for completion of operationalization plan

Methodology of delivery:

- PowerPoint Presentation
- Discussions

5) Training Feedback and Feedback on systems:

Duration: 45 minutes

Objective:

- Receiving feedback on ToT workshop
- Receiving feedback on utility of the systems discussed in improvement of PRI CB&T in the state

Methodology for delivery

- Training feedback forms to be filled in by participants
- Discussions and verbal feedback, if any

TRAINING LOGISTICS

All logistic to be organized by the state SIRD including:

- Identification and selection of participants
- Organizing venue and tea/snacks and lunch as appropriate
- Organizing digital projector, white board, flip chart, marker pens etc.
- Stay of the invited participants as needed
- Organizing participants kits and Xeroxing of the training material

TRAINING EVALUATION

Four dimensional evaluation tool to be developed to evaluate contents, presentation, faculty and logistics.

REPORTING

The overall training evaluation report will be submitted to the MoPR and the state SIRD along with attendance record by Team Ramana.

APPENDIX -II

INDICATIVE LIST OF REFERENCE MATERIAL

S. No.	Title	Author / Year	Source
1	Best Practices in Result Based Management: A report for the United Nations Secretariat- Volume 1: Main Report & Volume 2: Annexes	John Mayne/ July 2007	http://www.rocketsciencelab.co.uk/hipm/docs/john_mayne_un_1.pdf
2	No. 18 - Building a RBM & Evaluation System in Columbia	Manuel Fernando Castro/ September 2009	http://siteresources.worldbank.org/EXTEVACAPDEV/Resources/4585672-1251461875432/insider_insights_wp18.pdf
3	Guidelines for Outcome Evaluators: Monitoring & Evaluation Companion Series # 1	UNDP Evaluation Office/ 2002	http://www.oecd.org/dataoecd/36/21/35142821.pdf
4	UNDP: Results Based Management Handbook	RBM/Accountability Team, undg WGPI/ March 2010	http://www.un.cv/files/UNDG%20RBM%20Handbook.pdf
5	Designing Project Monitoring and Evaluation	Operations Evaluation Department, World Bank	http://web.worldbank.org/WBSITE/EXTERNAL/EXTOED/EXTEVACAPDEV/0,,menuPK:4585748~pagePK:64829575~piPK:64829612~theSitePK:4585673,00.html
6	Planning, Monitoring & Evaluation Framework for Capacity Strengthening in Health Research: Good Practices Documentation Series	ESSENCE on Health Research	
7	OECD/DAC Glossary of Key Terms in Evaluation and Results-Based Management	OECD/ 2010	http://www.oecd.org/dataoecd/29/21/2754804.pdf
8	Results-Based Management in the Development Cooperation Agencies: A Review of Experience. Background Report, DAC OECD Working Party on Aid Evaluation. Paris.	Binnendijk, A. / 2001	http://www.oecd.org/dataoecd/17/1/1886527.pdf
9	Establishing a Performance Management Framework for Government, IMF Working Paper, International Monetary Fund.	Diamond, J. /2005	http://www.imf.org/external/pubs/cat/longres.cfm?sk=17809.0

S. No.	Title	Author / Year	Source
10	Evaluating Leadership Interventions: An innovative New Principle Based approach	D. Kabell	siteresources.worldbank.org/.../Principle_Based_Approach.doc
11	Training Institutes in Karnataka State	ATI, Mysore	
12	M&E Guidelines for UN	Global Change Management Support Team	http://www.un.org/files/M&E%20Guidelines%20for%20UN%20Coherence,%20Effectiveness,%20and%20Relevance%20(CER).pdf
13	MfDR Concepts, Tools & Principles	MfDR	http://www.mfdr.org/About/MfDRConcepts-tools_and_principles.pdf , http://toolkit.undg.org/
14	MfDR Glossary	MfDR	http://www.mfdr.org/About/MfDR_Glossary.pdf
15	Results Based Management at country level: Systemic issues that prevent good UNDAF results and the use of UNDAF results information - A paper presented to the Working group on programming policies	Alexander MacKenzie/ September, 2008	http://www.undg.org/index.cfm?P=224#s5
14	Linking Rights Based Approach to Results Based Programming and Causal Framework	Abdul Alim/ September 2005	http://www.undg.org/index.cfm?P=224#s5
15	Results Based Management in the UNDAFs	UNDG Working Group on Programming Policies – Task Team 1 / 2007	http://www.undg.org/docs/7960/Results%20Based%20Management%20in%20UNDAFs.pdf
19	Updated RBM Technical Briefs on Outcomes, Outputs, Indicators, and Assumptions & Risks	UNDAF/ February 2011	http://www.undg.org/index.cfm?P=224#s5
20	BCPR Monitoring & Evaluation System 2008-2011	UNDP BCPR	http://www.undp.org/cpr/documents/M&E_2008-2011.pdf
21	UNDP Handbook on Planning, Monitoring and Evaluation for Development Results	UNDP Evaluation Office	http://www.undp.org/evaluation/handbook/index.html
22	Minor Addendum to Evaluation	UNDP Evaluation Office/ June 2011	http://www.undp.org/evaluation/documents/HandBook/addendum/Evaluation-Addendum-June-2011.pdf
23	Managing for Results: Monitoring & Evaluation in the UNDP	UNDP Evaluation Office/ November 2001	
24	Handbook on Monitoring & Evaluation for Results	UNDP Evaluation Office/ 2002	

S. No.	Title	Author / Year	Source
25	Results Based Management: Concepts & Methodology	UNDP	
26	Results Framework Document for Ministry of Panchayati Raj	MoPR, GoI/ 2010-2011	
27	Guidelines for Results Framework Document	Cabinet Secretariat, GoI/ 2011-12	
28	Guidelines for Preparing a Strategic Plan Document	Cabinet Secretariat, GoI/ 2011-12	
29	Draft National Training Policy	DoPT/ 2010	
30	Evaluation of Training: Course Guide	DoPT/ 2010	
31	Guidelines for Intensive Training Program	DoPT/ 2010	
32	Report on The Selection, Development and Certification process of Master Trainers and	ATI, Mysore (sponsored by DoPT)/ 2008	
33	Trainer Development Program: A Profile	DoPT, GoI	
34	Systematic Approach to Training	UNODC	
35	The Kirkpatrick Model of Training Evaluation		www.southalabama.edu/coe/bset/johnson/660lectures/Kirk1.doc
36	Approaches to Evaluation of Training: Theory & Practice	Deniz Eseryel/ 2002	http://www.ifets.info/journals/5_2/eseryel.html
37	Evaluation of Learning Outcomes: Assessment Methods and Measurement Instruments, Working Review	August 2001	http://www.iime.org/documents/elo.htm
38	Reinventing Government	Osborne & Gaebler/ 1992	
39	Banishing Bureaucracy	Osborne & Plastrik/ 1997	

APPENDIX -III

LIST OF PERFORMANCE INDICATORS FOR INPUT- OUTPUT MONITORING

NO	INDICATOR	OPERATING DEFINITIONS	INDICATORS FORMULA
COVERAGE INDICATORS			
1	TOTAL COVERAGE	Number of ERs who completed the required training as per State's training package as percentages of total ERs.	Total coverage= number of ERs who completed required training as per State's training package/ total ERs*100
2	CATEGORY WISE ER COVERAGE - ST	Number of ST ERs who completed all required training as per State's training package as percentage of total ST ERs	ST ER coverage= Numbers of ST ERs who completed training as per State's training package/ total ST ERs*100
3	CATEGORY WISE ER COVERAGE – SC	Number of SC ERs who completed the required training as per State's training package as percentage of total SC ERs	SC ER coverage= Number of SC ERs who completed who all training as per State's training package/ total SC ERs*100
4	CATEGORY WISE ER COVERAGE – EWR	Number of EWRs who completed the required training as per State's training package as percentages of total EWR	EWR coverage= Number of EWR completed all required training as per State's training package/total EWR*100
5	PANCHAYAT LEVEL WISE COVERAGE – GP LEVEL	GP– level ERs trained fully as per state's training package as percentage of total GP level ERs	GP ER Coverage= Number of GP level ERs fully trained as per State's training package/ total GP level ER*100
6	PANCHAYAT LEVEL WISE COVERAGE – BP/PS	BP/PS– level ERs trained fully as per State's Training package as percentage of total BP/PS level ER	BP/PS ER Coverage= Number of BP/PS level ERs fully trained as per State's training package/ total BP/PS level ER*100

NO	INDICATOR	OPERATING DEFINITIONS	INDICATORS FORMULA
7	PANCHAYAT LEVEL WISE COVERAGE – ZP LEVEL	ZP level ERs trained fully as per State's Training package as percentage of total ZP level ER	ZP ER Coverage= Number of ZP level ERs fully trained as per State's training package/ total ZP level ER*100
PHYSICAL PROGRESS INDICATORS (PLANNED/ACTUAL)			
1	COVERAGE	Number of actual ERs completed all required training as per State's Training package as percentage of planned numbers to be trained	Planned coverage= actual number of ERs who completed required training under State's training package/ planned numbers of ERs to be trained*100
2	CATEGORY WISE ER COVERAGE - ST	Numbers of actual ST ERs completed all required training (as per State's Training package) as percentage of planned numbers of ST ERs to be covered	Planned ST ER coverage= Number of actual ST ERs who completed all training as per State's training package/ planned ST ERs*100
3	CATEGORY WISE ER COVERAGE – SC	Numbers of actual SC ERs completed all required training (as per State's Training package) as percentage of planned SC ERs	Planned SC ER coverage= Actual number of SC ERs completed all training as per State's training package/ Planned SC ERs numbers*100
4	CATEGORY WISE ER COVERAGE – EWR	Numbers of actual EWRs completed all required training as per State's Training package as percentages of total EWR	Planned EWR coverage= Actual numbers of EWR who completed all required training as per State's Training package/planned EWR to be covered*100
5	DEVELOPMENT OF BEACON/ MODEL PANCHAYATS	Development of Panchayats as Model/ Beacon Panchayat, which fulfills the eligibility criteria for selection of Panchayat as Model/Beacon	New beacon Panchayats developed= Actual new numbers of beacon Panchayats developed/ planned beacon Panchayats developed*100
6	RATE OF LEARNING VISITS TO BEACON/MODEL PANCHAYATS	No. of ERs visiting Beacon/ Model Panchayats for learning visits as per pre defined learning visit modules	Beacon Panchayats demonstration visits rate= total ERs covered by demonstration visits/ planned numbers of ERs to be covered by demonstration visits*100

NO	INDICATOR	OPERATING DEFINITIONS	INDICATORS FORMULA
7	ESTABLISHMENT OF LEARNING & SHARING PLATFORMS LIKE FORUMS	No. of ER and EWR forums established and operational	Numbers of ER & EWR forums formed & operational= actual numbers of ER forums formed/ planned numbers of ERs forums to be formed*100
FINANCIAL INDICATORS			
1	TOTAL EXPENDITURE RATE	Actual expenditure of funds for PRI CB&T as percentage of total funds received for PRI CB&T under various schemes/ budget heads	Expenditure rate=Actual expenditure in Indian Rupee /total funds received*100
2	FUNDING GAP	Gap between the requirement and actual allocation	Funding Gap= Total funds needed for 100% PRI CB&T coverage as per State's Training package- Funds entitlements of the state/UT
3	STATE CONTRIBUTION TO PRI CB&T	Actual funds spent by the state/UT for PRI CB&T as percentage of total fund requirement	State contribution to the PRI CB&T funds= actual funds spent by the state/UTs for PRI CB&T / total funds needs of the state*100
4	TIMELY FUNDS RECEIPT	Percentages of funds received in prescribed time	Timely funds receipt= Funds received in time/total funds entitlements*100
PRI CB&T SUPPLY CHAIN DELIVERY INDICATORS			
1	MASTER TRAINER TO TARGET GROUP RATIO	Number of Master Trainers in proportion to number of ERs to be trained	Ratio (1 Master Trainer : 'x' no. of ERs)= Total no. of ERs to be trained / No. of Master trainers developed and available
2	TRAINERS TO TARGET GROUP RATIO	Availability of number of trainers in proportion to number of ERs to be trained	Ratio (1 Trainer : 'x' no. of ERs)= Total no. of ERs to be trained / No. of trainers developed and available
3	NUMBERS OF RESOURCE AGENCIES FOR CARRYING OUT PRI CB&T IN THE STATE	Number of resource agencies (NGOs/Pvt. Agencies/Academic Institutions/Etc.) empaneled and available for CB&T related activities	Number of resource agencies (NGOs/pvt. Agencies/academic Institutions/etc.) empaneled and available for CB&T – related activities
4	TRAINING MODULE DEVELOPMENT	Number of training themes for which at least the training module has been developed	Training software development= Number of training theme with at least training modules developed / total training themes * 100

NO	INDICATOR	OPERATING DEFINITIONS	INDICATORS FORMULA
5	TRAINING SOFTWARE COMPREHENSIVE COVERAGE	Number of training themes for which complete and comprehensive training software developed (Includes core content, training module, trainers manual, training experiential learning aids/ material, participants handbooks)	Training software comprehensive coverage= Number of training theme with complete and comprehensive software development / total training themes * 100
6	ICT COVERAGE	Number of ERs trained by ICTs as percentage of total ERS trained	ICT Coverage= Number of ERs trained by ICT/ total ERs trained*100
TRAINING REACTION/IMMEDIATE FEEDBACK INDICATORS			
1	FEEDBACK FOR TRAINERS FROM PARTICIPANTS	(Multiple indicator comprising five indicators depending on the category of the answer)	Trainers getting 1/2/3/4/5 from participants= Number of trainers getting any of the above ratings/ total number of trainers participated in the training*100
2	FEEDBACK FOR TRAINING FROM PARTICIPANTS	(Multiple indicator comprising five indicators depending on the category of the answer)	Participants rating training 1/2/3/4/5 = Number of participants rating training in any of the above categories/total number of attending participants*100

INPUT-OUTPUT MONITORING SYSTEM: FORMAT FOR PLANNED TARGETS

NAME OF THE STATE:

FINANCIAL YEAR:

PRI ELECTION CYCLE: FROM:

TO:

A. STATE OVERVIEW OF PRI

NO. OF DISTRICTS	
NO. OF BLOCKS	
NO. OF GRAM PANCHAYATS	
TOTAL NO. OF ELECTED REPRESENTATIVES	
TOTAL NO. OF ELECTED REPRESENTATIVES IN PLACE AS ON DATE	

BREAK UP

LEVEL	NO. OF PAN-CHAYATS	NO. OF ELECTED REPRESENTATIVES	NO. OF ELECTED WOMEN REPRESENTATIVES	%	NO. OF SC	%	NO. OF ST	%
ZILLA PANCHAYAT								
PANCHAYAT SAMITI (BLOCK LEVEL)								
GRAM PANCHAYAT								
TOTAL FOR THE STATE								

B. RESERVATION STATUS

CATEGORY	RESERVATION %
WOMEN	
SC	
ST	
OBC	
ANY OTHER	

C. TRAINING COVERAGE OF ELECTED REPRESENTATIVES ACCORDING TO PANCHAYAT LEVEL

LEVEL OF PANCHAYAT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ZILLA PANCHAYAT					
PANCHAYAT SAMITI (BLOCK LEVEL)					
GRAM PANCHAYAT					

D. TRAINING COVERAGE OF ELECTED REPRESENTATIVES ACCORDING TO TYPE OF ERS

TYPE OF MEMBERS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PANCHAYAT LEADERS*					
STANDING COMMITTEE CHAIRPERSONS					
SC MEMBERS					
ST MEMBERS					
OBC MEMBERS					
EWRs					

*Leader of Panchayats – Sarpanch/ Mukhia/ Pramukh, etc.

E. TARGETS OF VARIOUS CB&T ACTIVITIES

ACTIVITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4
TRAINING MODULES DEVELOPMENT				
TRAINING MATERIAL / AIDS DEVELOPMENT				
MASTER TRAINERS DEVELOPMENT				
TRAINERS DEVELOPMENT				
TRAINING RESOURCE AGENCIES CONTRACTING				
PARTICIPANTS SENT FOR EXPOSURE VISITS				
BEACON PANCHAYAT IDENTIFIED				
HELPLINE MADE FUNCTIONAL				
NEWSLETTER COPIES DISTRIBUTED				
RESEARCH STUDIES CONDUCTED				
RADIO PROGRAMS FOR PRI CB&T				
TELEVISION PROGRAMS FOR PRI CB&T				
GRAM SABHA AWARENESS CAMPAIGNS				

Name of the Reporting Officer:

Designation:

Department:

LEVEL	NO. OF PANCHAY-ATS	TOTAL NO. OF ER	NO. OF EWR	% OF TO-TAL	NO. OF SCERS	% OF TOTAL	NO. OF STERS	% OF TO-TAL	NO. OF OBCER	% OF TOTAL
GRAM PANCHAYAT										
TOTAL FOR THE STATE										

B. RESERVATION STATUS

CATEGORY	RESERVATION %
WOMEN	
SC	
ST	
OBC	
ANY OTHER	

C. FUNDS EARMARKED AND AVAILABLE FOR PRI CB&T

NO	FINANCIAL YEAR*	NAME OF SCHEME/SOURCE**	FUNDS AVAILABLE FOR PRI CB&T	FUNDS UTILIZED SO FAR	PROPORTION OF FUNDS SPENT %
		BRGF			
		RGSY			
		State Contribution			
		TOTAL			

* Financial year from the year of election of the PRI till the last year of tenure

** Multiple schemes / sources per year are to be listed through which training of PRI CB&T was conducted

D. CB&T POLICY, STRATEGIES, SYSTEMS & PLAN

MILESTONE	STATUS				
Dose the state PRI CB&T Policy exist?	Yes / No				
Has the CB&T Strategic Plan for entire election cycle been prepared?	Yes / No				
Has the CB&T Annual micro plan been prepared?	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
Master Trainer selection criteria & system defined					
Trainers selection criteria & system defined	Yes / No				
Beacon Panchayat selection criteria defined	Yes / No				
Outsourcing criteria defined	Yes / No				
Database of ERs developed	Yes / No				
	Yes / No				

E. CB&T STRUCTURES

STATE NODAL INSTITUTE FOR PRI CB&T	Identified	Yes / No
	If yes, which institution (Name)	
	Provided with budget	Yes / No
	Provided with funds	Yes / No
	No. of faculties	
	No. of other technical team members	
	Residential capacity	
	No. of training halls	

contd.

PERIPHERAL INSTITUTES FOR PRI CB&T	No. of institutions identified – Regional level		
	Facilities	Training Halls:	Capacity:
		Residential capacity:	
		Faculties:	
	No. of institutions identified – District level		Capacity:
		Residential capacity:	
		Faculties:	
	No. of institutions identified – Block level		Capacity:
		Residential capacity:	
		Faculties:	
	Yes / No		
ELECTED REPRESENTATIVES FORUM	Created		
	If yes, no. of forums created		
	No. of Members		
	No. of meetings held		
	Activities		
ELECTED WOMEN REPRESENTATIVE FORUM	Created	Yes / No	
	If yes, no. of forums created		
	No. of Members		
	No. of meetings held		
	Activities		
BEACON PANCHAYATS	No. of Beacon Panchayats Recognized		

F. OTHER INFRASTRUCTURE DEVELOPED

TYPE 1	LEVEL 2	NUMBER	PURPOSE / INTENDED US-AGE	EXPENDITURE

1. SATCOM / TV / DVD Players / Projection Systems / Computer System etc.
2. Regional / District / Block / Cluster / Village

G. MASTER TRAINERS (TRAINERS FOR TRAINING TRAINERS) IDENTIFICATION & DEVELOPMENT

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL1
NO. OF MASTER TRAINERS IDENTIFIED						
NO. OF MASTER TRAINERS TRAINED						
TRAINING DURATION						
TRAINING MODULE DEVELOPED FOR TRAINING OF MASTER TRAINERS?	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
NO. OF MASTER TRAINERS WHICH CONDUCTED TRAINING OF TRAINERS						
REMUNERATION PROVIDED TO MASTER TRAINERS						

1. Please mention total till the reporting date

H. TRAINERS (TRAINERS OF PRI ERS) IDENTIFICATION & DEVELOPMENT

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL1
NO. OF TRAINERS IDENTIFIED						
NO. OF TRAINERS TRAINED						
TRAINING DURATION						

contd.

K. TRAINING MATERIAL DEVELOPED#
NO. OF TRAINING MATERIAL DEVELOPED#

YEAR	NAME OF TRAINING MODULES DEVELOPED	NO. OF COPIES PRINTED
YEAR 1		
YEAR 2		
YEAR 3		
YEAR 4		
YEAR 5		

Training material may be developed/procured/ reprinted

TYPE OF TRAINING MATERIAL DEVELOPED#

NO	NAME OF TRAINING MATERIAL	TYPE OF TRAINING MATERIAL*	TOPIC COVERED	INTENDED USE FOR THE MATERIAL	LANGUAGE/S	MONTH OF PUBLICATION	NO. OF COPIES DISTRIBUTED

*Video film, Poster, Booklet, Flip Charts etc.

Training material may be developed/procured/ reprinted

L. TRAINING COVERAGE - CUMULATIVE TRAINING DATA (NCBF/ STATE'S TRAINING PACKAGE)

COURSE TITLE	NO. OF DAYS	NO. OF BATCHES CONDUCTED	NO. OF ELECTED REPRESENTATIVES TRAINED	ELECTED LEADERS OF PANCHAYATS*	NO. OF SUPPORT FUNCTIONARIES TRAINED	STANDING COMMITTEE CHAIRPERSONS TRAINED
FOUNDATION COURSE						
BASIC FUNCTIONAL COURSE						
FUNCTIONAL LITERACY COURSE						
SECTORALLY FOCUSED TRAINING PROGRAM						
COMPUTER TRAINING						

*Leaders imply Sarpanch/ Mukhid/ Pramukh etc. of the various Panchayats

M. TRAINING COVERAGE - OTHER TRAINING

COURSE TITLE	NO. OF DAYS	NO. OF BATCHES CONDUCTED	NO. OF ELECTED REPRESENTATIVES TRAINED	ELECTED LEADERS OF PANCHAYATS	NO. OF SUPPORT FUNCTIONARIES TRAINED	STANDING COMMITTEE CHAIRPERSONS TRAINED

N. TRAINING COVERAGE (NCBF/ STATE'S TRAINING PACKAGE) OF VARIOUS GROUPS - SEGREGATION BASED ON PANCHAYAT LEVEL

LEVEL	TOTAL ERS	TOTAL ERS COVERED THROUGH TRAINING	% OF COV-ERAGE	TOTAL EWRS	TOTAL EWRS COVERED THROUGH TRAINING	% OF COVER-AGE	TOTAL SCERS	TOTAL SCERS COVERED THROUGH TRAINING	% OF COVER-AGE	TOTAL ST ERS	TOTAL ST ERS COVERED THROUGH TRAINING	% OF COVERAGE
AT ZP LEVEL												
AT PANCHAYAT SAMITI (BLOCK LEVEL)												
AT GRAM PANCHAYAT LEVEL												
TOTAL												

O. TRAINING COVERAGE OF PRI LEADERS & STANDING COMMITTEE MEMBERS (NCBF/ STATE'S TRAINING PACKAGE) - SEGREGATION BASED ON PANCHAYAT LEVEL

LEVEL	TOTAL NO. OF ELECTED LEADERS	TOTAL NO. OF ELECTED LEADERS COVERED THROUGH TRAINING	% OF COV-ERAGE	TOTAL NO. OF STANDING COMMITTEE CHAIR PERSONS	TOTAL NO. OF STANDING COMMITTEE CHAIRPERSONS COVERED THROUGH TRAINING	% OF COV-ERAGE
AT ZP LEVEL						
AT PANCHAYAT SAMITI (BLOCK LEVEL)						
AT GRAM PANCHAYAT LEVEL						
TOTAL						

P. TRAINING ASSESSMENT

TRAINING ASSESSMENT CARRIED OUT	YES / NO
WHEN	
BY WHOM	
KEY FINDINGS	

Q. TRAINERS ASSESSMENT

TRAINERS AS- SESSMENT CAR- RIED OUT	YES / NO		
WHEN			
BY			
RESULT	NO. & % OF TRAINERS THAT ARE GOOD	NO. & % OF TRAINERS THAT ARE AVERAGE	NO. & % OF TRAINERS THAT NEED SIGNIFICANT IMPROVEMENT
			NO. & % OF TRAINERS THAT NEED TO BE REPLACED

R. EXPOSURE VISITS

NO. OF GROUPS SENT FOR EXPOSURE VISIT	CATEGORY OF PARTICIPANTS*	NO. OF PARTICIPANTS	LOCATION WHERE EXPOSURE VISIT WAS DONE

**Can be Sarpanch, Mukhiya, Ward Members, Standing Committee Chairperson, Panchayat Executive Officers, SIRD / PRTI officials (mention designations), Trainers, PRD officials (mention designations), NGO team members etc.*

S. MASS MEDIA PROGRAMS

PROGRAMME NAME	MODE#	KEY CONTENT AREAS	OPERATIONAL SINCE	COVERAGE			BROADCAST FREQUENCY *
				DISTRICTS	BLOCKS	GRAM PANCHAYATS	

**Daily, Weekly, Fortnightly, Monthly
Radio/TV*

T. HELPLINE

OPERATIONAL	YES / NO			
OPERATIONAL SINCE				
TOTAL NO. OF CALLS RECEIVED	YEAR 1	YEAR 2	YEAR 3	YEAR 4
				YEAR 5

U. NEWSLETTER

OPERATIONAL	YES / NO				
OPERATIONAL SINCE					
NO. OF ISSUES PUBLISHED SO FAR					
FREQUENCY	MONTHLY / QUARTERLY / HALF YEARLY				
SIZE	MAGAZINE SIZE / TABLOID SIZE / FULL NEWSPAPER SIZE / BOOK SIZE				
NO. OF PAGES					
	YEAR 1*	YEAR 2*	YEAR 3*	YEAR 4*	YEAR 5*
NO. OF COPIES PRINTED					
NO. OF COPIES DISTRIBUTED					

**Years based on running 5-year election cycle*

V. SATCOM

SATCOM FACILITY AVAILABLE	YES / NO				
MAIN TRANSMITTING CENTER FOR PRI CB&T					
RECEIVING UNITS	DISTRICT LEVEL / BLOCK LEVEL / GP LEVEL (Mention location of Receiving unit – ZP office/BRC/GP Office etc.)				
NO. OF RECEIVING UNITS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PROGRAMS CONDUCTED THROUGH SATCOM					
PARTICIPANTS COVERED THROUGH SATCOM					
TYPE OF TRAININGS CONDUCTED THROUGH SATCOM (Mention Topics)					

W. ANY RESEARCH STUDY FOR SUPPORTING PRI CB&T

TITLE OF RESEARCH STUDY	GEOGRAPHICAL COVERAGE	CONDUCTED BY	WHEN IT WAS CONDUCTED

X. RESOURCE AGENCIES / SERVICE PROVIDERS EMPANELED & CONTRACTED

NO	NAME OF AGENCY/INSTITUTION	TYPE 1 OF AGENCY/INSTITUTION	CONTRACT PERIOD	TYPE OF SERVICES 2 TO BE PROVIDED BY AGENCY/ INSTITUTION	QUANTUM OF SERVICES 3

1. Academic Institution / Private Service Provider / NGO / Research Organization / etc.
2. TNA / Research / Training Modules design / Training aids design / Training Implementation / M & E / etc.
3. e.g. no. of training batches to be conducted/ no. of participants to be trained/ no. of research studies to be carried out/ no. of modules to design, etc.

Name of the Reporting Officer:

Designation:

Department:

APPENDIX - VI

INPUT-OUTPUT MONITORING SYSTEM: PRI CB&T – QUARTERLY STATUS

NAME OF THE STATE:

FINANCIAL YEAR:

ACTIVITY PERIOD: Q1: APR-JUN/Q2: JUL-SEP/Q3: OCT-DEC/Q4: JAN-MAR

(Circle the relevant quarter)

A. FUNDS EARMARKED AND AVAILABLE FOR PRI CB&T

NO	NAME OF SCHEME/SOURCE	FUNDS AVAILABLE FOR PRI CB&T	FUNDS UTILIZED SO FAR
	State Government Contribution		
	TOTAL		

B. MASTER TRAINERS (TRAINERS FOR TRAINING TRAINERS) IDENTIFICATION & DEVELOPMENT

NO. OF MASTER TRAINERS IDENTIFIED DURING QUARTER	
NO. OF MASTER TRAINERS TRAINED DURING QUARTER	
TRAINING DURATION	
TRAINING MODULE DEVELOPED FOR TRAINING OF MASTER TRAINERS?	YES / NO
TRAINING PROVIDED BY	
NO. OF MASTER TRAINERS CURRENTLY AVAILABLE FOR TRAINING ACTIVITIES AS ON DATE	
NO. OF MASTER TRAINERS WHICH CONDUCTED TRAINING OF TRAINERS DURING QUARTER	
REMUNERATION PROVIDED TO MASTER TRAINERS	

C. TRAINERS (TRAINERS OF PRI ERS) IDENTIFICATION & DEVELOPMENT

NO. OF TRAINERS IDENTIFIED DURING QUARTER	
NO. OF TRAINERS TRAINED DURING QUARTER	
TRAINING DURATION	
TRAINING MODULE DEVELOPED FOR TRAINING OF TRAINERS?	YES / NO
TRAINING PROVIDED BY	
NO. OF TRAINERS CURRENTLY AVAILABLE FOR TRAINING ACTIVITIES AS ON DATE	
NO. OF TRAINERS WHICH CONDUCTED TRAINING OF PRI FUNCTIONARIES	
REMUNERATION PROVIDED TO TRAINERS	

D. TRAINING MODULES DEVELOPED* DURING QUARTER

NO	NAME OF TRAINING MODULE	TOPICS COVERED	WHO ARE INTENDED USERS FOR THE MODULE?	LANGUAGE/S	MONTH OF PUBLICATION	NO. OF COPIES PRINTED	NO. OF COPIES DISTRIBUTED	EXPENDITURE

* Only report those modules here, which were completed during this quarter. Do not mention any modules, which were reported during earlier quarterly MIS and also do not mention any modules, which are under process.

E. TRAINING MATERIAL DEVELOPED* DURING THE QUARTER

NO	NAME OF TRAINING MATERIAL	TYPE OF TRAINING MATERIAL#	TOPIC COVERED	INTENDED USE FOR MATERIAL	LANGUAGE/S	MONTH OF PUBLICATION	NO. OF COPIES PRINTED/ DEVELOPED	NO. OF COPIES DISTRIBUTED	EX-PENDI-TURE

* Only report those materials here, which were developed/ procured/ reproduced/ reprinted during this quarter. Do not mention any materials which were reported during earlier quarterly MIS and also do not mention any materials which are under process of development.

#Video film, Poster, Booklet, Flip Charts etc.

F. TRAINING COVERAGE (NCBF / STATE'S TRAINING PACKAGE) DURING THE QUARTER

COURSE TITLE	NO. OF DAYS	NO. OF BATCHES CONDUCTED	NO. OF ELECTED REPRESENTATIVES TRAINED	ELECTED LEADERS OF PANCHAYATS TRAINED	NO. OF SUPPORT FUNCTIONARIES TRAINED	STANDING COMMITTEE CHAIRPERSONS TRAINED
FOUNDATION COURSE						
BASIC FUNCTIONAL COURSE						
FUNCTIONAL LITERACY COURSE						
SECTORALLY FOCUSED TRAINING PROGRAM						
COMPUTER TRAINING						

G. TRAINING COVERAGE - OTHER TRAINING

COURSE TITLE	NO. OF DAYS	NO. OF BATCHES CONDUCTED	NO. OF ELECTED REPRESENTATIVES TRAINED	ELECTED LEADERS OF PANCHAYATS	NO. OF SUPPORT FUNCTIONARIES TRAINED	STANDING COMMITTEE CHAIRPERSON TRAINED

H. TRAINING COVERAGE (NCBF/ STATE'S TRAINING PACKAGE) - SEGREGATION BASED ON PANCHAYAT LEVEL

LEVEL	TOTAL ERS	TOTAL ERS COV- ERED THROUGH TRAINING	TOTAL EWRS	TOTAL EWRS COV- ERED THROUGH TRAINING	TOTAL SC ERS	TOTAL SC ERS COVERED THROUGH TRAINING	TOTAL ST* ERS	TOTAL ST* ERS COVERED THROUGH TRAINING
AT ZP LEVEL								
AT PANCHAYAT SAMITI (BLOCK LEVEL)								
AT GRAM PANCHAYAT LEVEL								
TOTAL								

*Wherever not appropriate may be removed. Appropriate category of ERs may be added such as OBC/PTG etc.

I. TRAINING COVERAGE OF PRI LEADERS & STANDING COMMITTEE MEMBERS (NCBF/ STATE'S TRAINING PACKAGE) -
SEGREGATION BASED ON PANCHAYAT LEVEL

LEVEL	TOTAL NO. OF ELECT- ED LEADERS	TOTAL NO. OF ELECTED LEADERS COVERED THROUGH TRAINING	TOTAL NO. OF STANDING COM- MITTEE CHAIR PERSONS	TOTAL NO. OF STANDING COM- MITTEE CHAIRPERSONS COVERED THROUGH TRAINING
AT ZP LEVEL				
AT PANCHAYAT SAMITI (BLOCK LEVEL)				
AT GRAM PANCHAYAT LEVEL				
TOTAL				

J. KNOWLEDGE GAIN BY PARTICIPANTS AS REPORTED IN POST TRAINING ASSESSMENT

TOTAL NO. OF PARTICIPANTS TRAINED IN QUARTER	% OF PARTICIPANTS REPORTING KNOWLEDGE GAIN BETWEEN 76-100%	% OF PARTICIPANTS REPORTING KNOWLEDGE GAIN BETWEEN 51-75%	% OF PARTICIPANTS REPORTING KNOWLEDGE GAIN BETWEEN 26-50%	% OF PARTICIPANTS REPORTING KNOWLEDGE GAIN BETWEEN 0-25%	% OF PARTICIPANTS REPORTING NEGATIVE KNOWLEDGE GAIN

K. TRAINING END EVALUATION

TOTAL NO. OF TRAINING BATCHES ORGANIZED	TRAINING BATCHES GETTING RATING 1/2/3/4/5 IN TRAINING END EVALUATION	TRAINING BATCHES GETTING 1/2/3/4/5 RATING IN TRAINING END EVALUATION	TRAINING BATCHES GETTING 1/2/3/4/5 RATING IN TRAINING END EVALUATION
	NO. %	NO. %	NO. %

L. EXPOSURE VISITS DURING QUARTER

NO	CATEGORY OF PARTICIPANTS*	NO. OF PARTICIPANTS	LOCATION WHERE EXPOSURE VISIT WAS DONE	NO. OF DAYS OF VISIT

*Can be Sarpanch, Mukhiya, Ward Members, Standing Committee Chairperson, Panchayat Executive Officers, SIRD / PRITI officials (mention designations), Trainers, PRD officials (mention designations), NGO team members etc.

M. MASS MEDIA PROGRAMS INITIATED DURING QUARTER

PROGRAMME NAME	MODE (RADIO OR TV)	KEY CONTENT AREAS	INTENDED COVERAGE			BROADCAST FREQUENCY*
			DISTRICTS	BLOCKS	GRAM PANCHAYATS	

* Daily, Weekly, Fortnightly, Monthly

N. HELPLINE

OPERATIONAL	YES / NO
TOTAL NO. OF CALLS RECEIVED DURING QUARTER	
COMMON QUERIES	

Please provide query wise break up for calls received (type of queries and phone calls received for each)

O. NEWSLETTER

OPERATIONAL	YES / NO
NO. OF ISSUES PUBLISHED THIS QUARTER	
NO. OF PAGES	
NO. OF COPIES PRINTED	
NO. OF COPIES DISTRIBUTED	

P. SATCOM

SATCOM FACILITY AVAILABLE	YES / NO
PROGRAMS CONDUCTED THROUGH SATCOM DURING QUARTER	
PARTICIPANTS COVERED THROUGH SATCOM DURING QUARTER	
TYPE OF TRAININGS CONDUCTED THROUGH SATCOM (Mention Topics)	

Q. ANY RESEARCH STUDY CARRIED OUT DURING THE QUARTER FOR SUPPORTING PRI CB&T

TITLE OF RESEARCH STUDY	GEOGRAPHICAL COVERAGE	CONDUCTED BY	DURATION

R. ANY OTHER CB&T ACTIVITIES CARRIED OUT

ACTIVITY	TYPE OF ACTIVITY	VOLUME / NO	TARGET GROUP	OBJECTIVE	EXPENDITURE

S. RESOURCE AGENCIES/ SERVICE PROVIDERS EMPANELED & CONTRACTED DURING QUARTER

NO	NAME OF AGENCY/ INSTITUTE	TYPE1 OF AGENCY/ INSTITUTE	CONTRACT PERIOD	TYPE OF SERVICES2 TO BE PROVIDED BY AGENCY/ INSTITUTE	QUANTUM OF SERVICES 3	STATUS OF SERVICES PROVIDED DURING THE QUARTER

1. Academic Institution / Private Service Provider / NGO / Research Organization / etc.
2. TNA / Research / Training Modules design / Training aids design / Training Implementation / M & E / etc.
3. e.g. No. of participants / batches / Panchayats / districts to be trained, no. of modules to be designed, no. of material to be developed, no. of research studies to be conducted, etc.

Name of the Reporting Officer:

Designation:

Department:

APPENDIX- VII

INPUT-OUTPUT MONITORING SYSTEM: TRAINING END ASSESSMENT FORMAT

This is the sample framework for training end assessment to be filled by participants at the end of each individual training event. States/UTs may get this converted into local language/dialect as per requirement. The scoring may be on a scale of 1-5 with 1 being used for rating the least/worst and 5 being used for rating the most/best. The following framework provides the different aspects, which need to be assessed.

NAME OF TRAINING:

NO. OF DAYS:

FROM:

TO:

LOCATION:

BLOCK:

DISTRICT:

FACULTIES:

S. No.	Component	Rating (1-5)	Remarks
1	Overall Training		
2	TRAINER		
2.1	Overall rating for trainer	Trainer -1 Name	
		Trainer -2 Name	
2.2	Ease of understanding the language		
2.3	Subject expertise		
2.4	Rapport with participants		
2.5	Enthusiasm and interest levels		
2.6	Patience & willingness to address queries		
2.7	Control over group		
3	CONTENT		
3.1	New learning		
3.2	Relevance & utility in their work		
3.3	Appropriate amount of detailing		
3.4	Extent of satisfaction of learning needs		
3.5	Adequacy of time allocated to each topic		
4	DELIVERY		
4.1	Language/dialect for presentation & aids		
4.2	Participation & involvement of participants		
4.3	Usage of training aids		
4.4	Adequacy of training aids		

S. No.	Component	Rating (1-5)	Remarks
4.5	Effectiveness of training aids		
4.6	Usage of activities for learning		
4.7	Adequacy of activities for learning		
4.8	Effectiveness of activities in learning		
4.9	Adequacy of lectures/presentations		
5	TRAINING ARRANGEMENTS		
5.1	Venue accessibility		
5.2	Residential facility		
5.3	Food & refreshments		
5.4	Sitting arrangements		
5.5	Acoustics and sound system		
5.6	Lighting		
5.7	Temperature		
5.8	Visibility of display board/screen		
5.9	Basic amenities (Water, toilets etc.)		

APPENDIX- VIII

LIST OF PERFORMANCE INDICATORS FOR OUTCOME – INDIVIDUAL LEARNING

TPOLOGY	INDICATORS
FUNCTIONAL LITERACY	i. Percentage of ERs (broken down in to EWR/ST/SC/PTG ERs as per the needs) completed functional literacy program (out of total estimated ER population requiring functional literacy)
BASICS OF PANCHAYATS	i. Percentage of ERs (ST/SC/EWR/PTC etc. break up as required by the state) who able to correctly recall all basic functions of Panchayats ii. Percentage of ERs able to correctly recall all duties of Sarpanch/ Mukhia iii. Percentage of ERs able to correctly recall all functions of Panchayat Secretary/Sachiv iv. Percentage of ERs able to correctly recall names of all the Standing Committees at GP/BP/ZP levels v. Percentage of ERs able to correctly recall the functions of Standing Committees of which they are members vi. Percentage of ERs able to correctly recall major provisions of PESA vii. Percentage of ERs able to correctly recall major functions of Nyaya Panchayats (if relevant in the state/UT)
WORKS OF PANCHAYATS	i. Percentage of ERs able to correctly recall all procedural steps of sanctioning of works ii. Percentage of ERs able to correctly recall all procedural steps of bill approval iii. Percentage of ERs able to correctly recall all the steps of account maintenance iv. Percentage of ERs able to correctly recall all the procedural steps of calling and handling gram sabhas v. Percentage of ERs able to correctly recall all procedural steps of District planning vi. Percentage of ERs able to correctly recall all procedural steps of social audit vii. Percentage of ERs able to correctly recall all procedural steps of calling and handling Standing Committees viii. Percentage of ERs able to correctly recall all procedural steps of review and implementation monitoring of works ix. Percentage of ERs able to correctly recall objective of RTI Act x. Percentage of ERs able to correctly recall procedural steps of writing annual report of the Panchayats xi. Percentage of ERs able to correctly recall major reasons of public display of details of works xii. Percentage of ERs able to correctly recall procedure of rapid participatory appraisal

contd.

TYPOLOGY	INDICATORS
REVENUE /ACCOUNTING OF RESOURCES OF PANCHAYATS	<ul style="list-style-type: none"> i. Percentage of ERs able to correctly recall all sources of funds to Panchayats ii. Percentage of ERs able to correctly recall idea/s on revenue enhancements of their Panchayats iii. Percentage of ERs able to correctly recall procedural steps of bank transactions iv. Percentage of ERs able to correctly recall procedural steps of accounting for petty cash
SCHEME AWARENESS	<ul style="list-style-type: none"> i. Percentage of ERs (broken down in to ST/SC/EWR as needed in the state/UT) able to correctly recall titles of 5/10/15 schemes of Government ii. Percentage of ERs (broken down in to ST/SC/EWR as needed) able to correctly recall objectives and major provisions of schemes of: <ul style="list-style-type: none"> a. RGPSA b. PEAIS c. NRHM d. Mid Day meal e. Sakshar Bharat Mission f. Drinking water Mission g. Total sanitation campaign h. MGNREGA i. BRGF j. RGSY k. ICDS l. Tribal sub plan m. PMGSY n. IAY o. RGGVY etc.
BETTER PRACTICES AWARENESS	<ul style="list-style-type: none"> i. Percentages of ERs able to recall one better practice in any area of Panchayat and naming GP where they have seen the practice ii. Percentages of ERs naming any two beacon GPs iii. Percentages of ERs naming any two role model Sarpanch/Mukhiyas iv. Percentages of ERs expressing at least one specific suggestion for improving functioning of their own GP
PARTICIPATION IN FORUMS	<ul style="list-style-type: none"> i. Percentages of ERs member of any one forum of ERs
COMMUNICATION AND NETWORKING	<ul style="list-style-type: none"> i. Percentage of ERs reading Panchayat newsletters ii. Percentage of ERs accessing helpline in the last three months at least once iii. Percentage of ERs being called as faculty in PRI CB&T once in the last six months

LIST OF PERFORMANCE INDICATORS FOR IMPACT- ORGANIZATIONAL PERFORMANCE

TPOLOGY	INDICATORS	
FINANCIAL PERFORMANCE-OVERALL	i. % of GPs reporting more than 80% of planned financial expenditure in the last financial year ii. % of GPs submitting timely annual accounts in the last financial year iii. % of GPs getting no substantive comments in the last year audit report iv. % of Panchayats accounts made on line in the last year	Relevant records
INDICATORS FOR ASSESSING LEVEL OF PARTICIPATION OF ERS IN PANCHAYAT FUNCTIONING	i. % of GP meetings (in the last financial year) with presence of more than 80% members ii. % of GPs where all Standing Committees are formed in the last financial year iii. % of GPs where all Standing Committees meetings were attended by at least 80% members iv. % of GPs in all planned Gram Sabhas meetings were held with full quorum on first attempt v. Average numbers of visits of Executives/ Sachivs in sample GPs in the last financial year <i>All data to be collected from sample of selected GPs for assessment</i> <i>For calculation of % in indicators, basis of planned meetings to be taken as denominator</i>	Agenda and minutes of Panchayats meetings Minutes of Sanding Committees Minutes of the Standing Committees Minutes of the Gram Sabhas Ward committee minutes Relevant records of Panchayats
USERS SATISFACTION AND PARTICIPATION	i. % of villagers expressing GP working as fair and good ii. % of villagers expressing at least one specific complaint in GP working iii. % of villagers identifying at least one role model in GP ERs iv. % of villagers expressing that their attending gram sabhas meetings were meaningful for them in the GP v. % of villagers expressing that their information needs were met by GP members when they asked questions in the sample GP	Semi structured interviews with sample villagers in sample GP selected for assessment

FORMATS FOR DEVELOPING PLAN OF
OPERATIONALIZATION OF PRI CB&T M&IE
FRAMEWORK IN STATES/UTS

Data Flow Structure

REPORTING UNIT	NODAL PERSON (DESIGNATION)	TYPE OF REPORT	REPORTING FREQUENCY	REPORTING TO
TRAINING EVENT				
TRAINING IMPLEMENTING AGENCY				
BLOCK LEVEL				
DISTRICT LEVEL				
REGIONAL LEVEL				
SIRD				
PRD				


Training Plan

TARGET GROUP	NUMBERS	TRAINING BATCHES	TRAINING DURATION	PLACE OF TRAINING	SELECTED TRAINERS
M&IE EXECUTION TRAINING					
Total					
M&IE OVERVIEW TRAINING					
Total					

TRAINING REPOSITORY FOR PANCHAYATI RAJ

Capacity Development for Local Governance


<http://pri-resources.in>



Ministry of Panchayati Raj
Government of India

Training Repository for Panchayati Raj


Capacity Development for Local Governance



United Nations
Development Programme


Home Resource Material Resource Persons Resource Organisations Training Courses UNDP MoPR Hindi Version

Participate Register / Sign In




Monitoring & Impact Evaluation

Strengthening institutional and individual capacities to monitor the delivery of CB & T interventions and evaluate their impact to make further improvements.



This repository is a one-point resource centre which can be accessed by institutions and individuals involved in training representatives of Panchayati Raj Institutions.



CDLG Project

☐ National Level Institutions

☐ State Level Institutions

Highlights

- Capacity Building Programme, District Umaria, Madhya Pradesh (2012)
- Status Report: PRI Capacity Building & Training (CB&T) in India (2011)
- Mid-Term Evaluation of Rashtriya Gram Swaraj Yojana (RGSY) (2011)

Key Events

- A Consultation Workshop: Review the Draft MME Guide and TNA Guide, July 23-24, 2012
- Regional Workshops (2011): PRI CB&T-Planning & Delivery, May-June 2011

[more...](#)

The repository is an online resource centre to facilitate sharing and use of information and resources developed by various government and non-government agencies to help build capacities of the elected representatives and functionaries associated with the Panchayati Raj Institutions (PRIs) in the country. It has databases related to training materials, resource persons, academics programmes, and other useful links.

Government of India
Ministry of Panchayati Raj

Developed under the MoPR-UNDP Capacity Development for Local Governance (CDLG) Project