

**Department of School Education, Govt. of Haryana**  
**Quality Improvement Programme**  
**Project Management Unit**  
**UTKARSH Society, DIET campus, Sector-2, Panchkula, Haryana**

**Invitation for partners for Quality Improvement Programme**

Government of Haryana has embarked upon a massive statewide Quality Improvement Program (QIP), covering 15,000 government schools with 27 lakh students and 1.25 lakh teachers, with the aim of improving learning level outcomes of students in government schools. The department has identified critical initiatives needing interventions and has formed dedicated teams for each of them. Alongside, a Program Management Unit (PMU) has also been set up for the overall project supervision and coordination.

**Background and Context**

The state of Haryana has over 15,000 government schools, 27 lakh students and 1.2 lakh teachers. Over the past decade, the Govt. of Haryana has successfully implemented a range of initiatives to improve access and equity of public schools in the state. However, similar to other parts of the country, the quality of learning in Haryana is alarmingly low – e.g., only 56% passed the Class XII Board exams (Board of School Education, Bhiwani) in 2011. In addition, learning levels are lower than national averages – e.g., Haryana scored 4-7% lower than national averages for all 3 areas (Reading, Math, EVS) tested by NCERT's National Achievement Survey in Class V in 2011.

In August 2013, the Government of Haryana (GoH) entered into a partnership with a premier Consulting Organisation to develop a roadmap for transforming Haryana's public schools' learning level outcomes (LLOs). Over the past months, GoH has built a long-term sustainable transformation plan that is based on root-causes of low LLOs in Haryana, as well as best practices/ lessons learned from similar initiatives across the nation (e.g., Rajasthan, Gujarat, Tamil Nadu, Mumbai).

The diagnostic revealed that at the classroom level, there is too much focus on instruction and syllabus with low student engagement in class and next to no feedback mechanism. RTE provisions are often misinterpreted due to lack of awareness (for e.g., no detention till class VIII has translated to no evaluations even to guide teaching). Teachers, often without incentives to perform, have limited ability, tools and guidance to teach in Multi Grade Multi Level (MGML) environments – a reality in most government schools.

At the level of the administration, work distribution is skewed away from academics. Starting from Heads of Schools to Heads of Directorates, there is an organizational penchant towards administration with a mindset of compliance. There is limited managerial bandwidth to focus on strategic agenda due to sub-optimal **HR processes** (leading to complaints and legal cases) and manual and inefficient **data collection processes** (due to no standardized MIS). All of this, within an overall

environment that lacks a consistent metric and measurement of LLOs which could drive desired behaviors and decisions.

Given the scenarios, the QIP consists of initiatives to measure LLOs, **orient the overall system towards improvement of academic quality, and address school-segment specific issues**. This holistic approach addresses not only class-level and school-level drivers of LLOs, but also broader systemic drivers (e.g., state-wide LLO measurement, organizational changes, performance management, state-wide MIS, cultural transformation) to ensure sustainable impact and rapid scale-up of interventions to improve LLOs.

Together, these initiatives form a comprehensive and scalable approach for transforming public school education in Haryana, to ensure high-learning level outcomes sustainably.

Given the root causes at the school and systemic levels driving low LLOs, the nine interventions recommended to bring about state wide education transformation include

1. Learning Level Outcome tracking
2. Org restructuring, ACR redesign
3. Head Masters as "School CEOs", leadership training
4. Management Information System (MIS)
5. Cultural Transformation (through workshops)
6. Pedagogical changes and teacher training
7. Infrastructure channeling
8. School merging/consolidation
9. Teacher recruitment/deployment

All initiatives ,including the PMU will be led by employees of the Department of School Education, Government of Haryana. The team has been handpicked by the Department leadership, to ensure the highest caliber people are leading the transformation exercise. However, currently the GoH does not have sufficient in-house capacity to manage a transformation vision of this magnitude. In order to realize this vision of a transformed school education system in the envisaged timelines, the state government will require a significant amount of support .

While the Directorates, SCERT and district and block level officers manage the roll out and implementation, the **PMU** will guide and monitor the overall management of the project as well as manage stakeholder coordination. **Implementation partners** will be brought on board for specific interventions (LLO tracking, MIS, pedagogical changes and teacher training and building School Leadership). However, it is envisaged that in a period of 3 years, majority of the capabilities will be built within the core Department and this will become a continuously learning organisation in its own right.

This project is envisaged to be a 3-5 year journey where over time all 15000 schools of the state will undergo the transformation and the entire state and district organisations will be oriented towards academic quality.

### **Invitation from Prospective Partners for QIP**

Department of School Education, Government of Haryana is looking for partners in two different but related domains:

**1. Branding and communication:** There is currently a requirement to brand the overall transformation process/Quality Improvement Program. In addition to that, various sub-initiatives, e.g. LLO measurement, cultural workshops, etc may require sub-branding to highlight their importance, increase their visibility and to give them linkages with the overall project.

As the project implementation accelerates, a variety of internal and external communications will also be required. These could range from movies/videos, audio clips/radio adverts or articles for internal and external communication channels. For this entire body of work, a partner is being sought who can work on the project on an as-needed basis.

**2. Technical advisory on change management and capacity building of stakeholders:** QIP is a comprehensive transformation exercise that ultimately aims to change the fundamental motivators and behaviours of people. While many 'hard' and a few 'soft' initiatives will be rolled out as a part of QIP, their impact on the mindsets and behaviours of people needs to be continuously monitored and appropriate responses designed and executed. In addition to this, capacity building of teams at all levels – senior leadership, directorates, SCERT, Board, district and block offices as well as schools needs to happen. While QIP addresses the field force from a training point of view, capacity building in the central structures also needs to be undertaken.

For this body of work, a partner is being sought by the Department of School Education, Govt. of Haryana

#### **Requirements for selection of the organisation:**

**Organisation background:** Private organisations/NGOs who have a proven track record and a qualified team in the area in which they wish to Partner with the PMU.

**Working brief:** The nature of work being of non routine manner, it requires an in depth understanding of the functioning of the classroom at micro level and the education department at a macro level.

#### **In the technical proposal, the organisation needs to provide/demonstrate:**

1. A comprehensive understanding of the QIP.
2. An understanding of the module that the organisation is applying for

3. A comprehensive game plan/action plan to deliver against the mandate described above
4. The proposed engagement model of the organisation with GoH – how will you work with GoH to deliver the expected outcomes.
5. Identification of metrics of success for each of the modules
6. Description of the team - size and capacity to be put into the project.
7. detailed case studies and documented proofs on similar work done thus far
8. Commercial Proposals (technical and financial proposals to be in separate envelopes) – Given the evolving quantum of work, commercial proposals need to be submitted in such a manner that the payment for various activities/deliverables can be calculated bottom up. Also applicants are requested to provide suggestions for linking payment terms with metrics of success (item 5 above)

### **Terms of engagement**

Engagement would be for a period of 3 years. Payments will be made on an activity specific basis as per Government norms.

Commercial Proposals (technical and financial to be in separate envelopes) should reach the office of the Administrative officer, Utkarsh Society, DIET Campus, Sector-2, Panchkula, latest by 3PM on 21-3-2014. Shortlisted firms will be called for interaction with the selection committee, before a final decision is taken.

Administrative Officer