

**Government of the People's Republic of Bangladesh
Ministry of Education**

**Directorate of Secondary & Higher Education
(DSHE)**

Secondary Education Sector Investment Program (SESIP)

L-3320-BAN

Terms of Reference

For

**Selection of International Consulting
Firm/Institution/Organization for
Overseas Training Management**

Procurement Package No SD-28

17 May 2016

Terms of Reference

Background

1. Bangladesh has achieved significant economic growth with impressive progress in human development indicators in the past decades. This achievement and pace of development need to be further intensified and streamlined in a planned manner to meet the target of achieving the status of middle income country by 2021 as set forth in the Vision 2021. In order to build up an efficient system of more dynamic economy by 2021, it is imperative to reduce the poverty rate. Investment in the right type of education is the key to reduce poverty. The Vision 2021 emphasized to have an information and knowledge-based population of about 180 million by 2021 to build up an asset base of semi-skilled and vocationally trained workers who can serve fast growing domestic market as well as various emerging niche markets at home and abroad. A more relevant secondary education system can ensure achievement of this stated objective.

2. The primary objectives of the National Education Policy 2010 (NEP) have been set for cultivation of human value through grooming the students as non-communal, patriotic and efficient persons free from superstitions as well as to become leaders in pro-people development programs and progress of the society. The Education Policy aims at a suitable education system which will be pro-people, easily available, uniform and universal, well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems. The NEP proposes priorities and reforms of education at all tiers and therefore, the NEP has focused on the following areas: (i) improving Science, English, Mathematics and Information Communication Technology (ICT) etc. (ii) modernization of Madrasah (iii) provision of required teaching and learning materials, (iv) improvement of existing examination systems, (v) enhance quality of teachers, (vi) provide infrastructural facilities to the educational institutions and (vii) strengthening decentralized governance and management of secondary and higher secondary education. The NEP has been enacted in the Parliament. Now the major challenge of NEP is the implementation of its guidelines and directives set forth in the NEP.

3. There has been enormous growth in secondary enrollment in the past decade resulting from success of compulsory primary education. Considering the increasing size of secondary education, improvement of quality and retention of students through efficient management are the major challenges at this point of time. Improving quality and relevance of secondary education is essential to consolidate gains in primary education and to prepare students for employment at entry level and serve as a foundation for those who aspire further studies.

4. A Secondary Education Sector Development Program (SESDP) was developed implemented for fourteen years with revision and extension (1999-2013), with the assistance from ADB. Under SESDP, two consecutive projects, ie, Secondary Education Sector Improvement Project (SESIP: 1999-2006) and Secondary Education Sector Development Project (SESDP: 2007-2013) have been implemented also with the assistance of ADB, encompassing the secondary education as a whole i.e, education management, curriculum, student assessment, teacher education, stipend support, facilities development in underserved areas etc. Apart from this, Teaching Quality Improvement in Secondary Education Education Project (TQI-SEP) has also been implemented with the assistance from ADB and CIDA (2006-2012), with the on-going second phase, to develop the teaching quality of secondary level teachers. These three projects (SESIP, SESDP & TQI-SEP I & II) have significant achievements in secondary education sector particularly in the field of curriculum, assessment (through introduction of Creative Question), training of teachers, EMIS, school monitoring etc. As SESDP (2007-2013) approached towards an end, ADB fielded a PPTA in October 2012 to design a program for sustainability & continuity of achievements under SESIP & SESDP. The

Secondary Education Sector Investment Program (SESIP) has been developed with the assistance of the mentioned ADB PPTA in line with guidelines from the NEP 2010 and Vision 2021 to continue and sustain the achievements under SESDP (2007-2013) and SESIP (1999-2013). The achievements of TQI-SEP have also been considered in developing the SESIP.

5. SESIP is included in the Asian Development Bank's Country Operations Business Plan (2013-2015) as agreed with the Government of Bangladesh. It will support secondary education in Bangladesh over 10 years, using a multitranche financing facility (MFF) (2013-2022). The SESIP program has been developed with a sector wide approach (SWAp), following a road map that aims at strengthening regular functions of MoE and DSHE.

Introduction of SESIP

Overall objectives

6. The overall objective of SESIP is to reduce the poverty in Bangladesh by establishing a more relevant secondary education in terms of quality, efficiency and equity through developing the secondary education sector as a whole.

7. The specific objectives of the program are:

1: Enhanced Quality and Relevance

- (i) To provide support to enhance quality and relevance of secondary education through reviewing the quality and relevance of secondary level curriculum;
- (ii) To support activity-based science teaching and teachers training;
- (iii) To provide relevant teaching-learning materials and science equipment to schools and madrasahs;
- (iv) To organize e-learning media campaign to popularize science subject at secondary level;
- (v) To improve assessment and examination system based on pedagogy and taxonomy of learning;
- (vi) To facilitate enhanced use of ICT for pedagogy and establishment of School Information Hub in selected institutions;
- (vii) To increase capacity of teachers on life skill based education;

2: Increased Equity of Access and Retention

- (viii) To increase equitable access & retention and reduction of dropout rate;
- (ix) To support poor students through a harmonized stipend program;

3: Strengthened Education Management and Governance

- (x) To strengthen education management and governance through decentralization;
- (xi) To strengthen the DSHE EMIS, Institutional development for M&E and sector performance monitoring introduced;
- (xii) To support capacity building of DSHE for Sector Planning & Financing, Strengthened Risk Management and Secondary Education Sector Outcomes.

Program Outputs:

8. The program seeks to support priority policy reforms in secondary education sub-sector in line with National Education Policy 2010 which stipulate enhancing quality and relevance of secondary education. The program will achieve the following outputs:

- (i) Improved Quality and Relevance of Curriculum
- (ii) Strengthened Teacher Capacity
- (iii) Improved Classroom Assessment and National Examinations
- (iv) Enhanced use of ICT for Pedagogy
- (v) School Infrastructure Improvement
- (vi) Strengthened Decentralized Education Management
- (vii) Strengthening Information Management
- (viii) Effective Planning, Management, and Coordination

Rationale of the Program

9. The rationale of the program are achieving the target of vision 2021, materializing the objectives, guidelines and priorities of the NEP 2010, continuity of previous programs, implementation of new curriculum, sustaining the facilities created at different tiers of DSHE, building ownership and strengthening regular functions, uniformity of stipend scheme, digital Bangladesh and life skill based education.

Implementation Arrangements of SESIP

10. Ministry of Education (MOE) is the Executing Agency (EA) and the Directorate of Secondary and Higher Education (DSHE) the Implementing Agency (IA) of the program. The highest level of oversight is the Inter-Ministerial Sector Program Steering Committee (SPSC) led by the Secretary, MOE. The second level of support arrangement is at the level of the implementing agency which is the Directorate of Secondary and Higher Education (DSHE). The third level of facilitation is the Sector Program Support Unit (SPSU) which is comprised of a management team led by the Program Director/DG, DSHE supported by the Joint Program Director with its officials and staff.

11. The International Consulting Firm for the implementation of the overseas training management will be recruited following the Quality and Cost Based Selection (QCBS) method under the *“Guidelines on the Use of Consultants by Asian Development Bank and its Borrowers, March 2013”*.

Background to the assignment

SESIP Results framework and context of the assignment

12. SESIP has three outputs: (i) enhanced quality and relevance of secondary education, (ii) more equitable access and better retention, and (iii) strengthened secondary education management and governance.

13. Under Result 1, Output 1.1, Due to falling science group enrollment, SESIP will emphasize practical science teaching. NCTB is preparing materials and undertaking a pilot in practical science for teachers in 200 schools. The pilot will be reviewed and scaled to 5,000 schools, and 6,000 science teachers will be trained in practical science teaching. A “make science attractive” media campaign is planned to raise science value awareness among communities. Science equipment packages will be provided to 10,000 schools. NCTB will prepare e-learning modules for science and the other core subjects to support ICT Learning

Centers (ILCs) planned in 640 schools. In relation to this 500 teachers will be sent for short overseas training on practical science.

14. Under Output 1.4, SESIP will support phased implementation of school refurbishment, ICT equipment, and training to building capacity in this area. ILCs (formerly school information hubs) will be installed with laptops and other equipment in 512 schools and 128 madrasahs under the first phase, with at least one center in each Upazila, with 80% of the ILC will be installed in rural schools. 6,400 teachers will be trained. To further build sustainability capacity, overseas short term training is provided for 640 ILCs head teachers/supervisors, and 640 ILC teachers in ICT management, and curriculum and ICT integration respectively. NCTB will support the program by preparing e-learning modules also for ICT.

15. The purpose of the ICT Learning centres (ILCs) is to provide a framework for contributing to the SESIP's objective - ICT in Schools: "*Students and teachers have access to e-learning resources and other facilities to enhance quality of teaching and learning*"; consequently - to improve the quality and relevancy of secondary education by developing the ICT Learning Centres and enhanced use of ICT for pedagogy.

16. Therefore, in addition to huge local training, a foreign training program is planned and which will be implemented under the consultancy.

Foreign Training Management Consultancy for SESIP

17. To support the implementation of the overseas training programs, which will all be arranged outside Bangladesh, an International Management Consulting Firm with relevant experience will be recruited following Quality and Cost-Based Selection (QCBS) method with 80:20 Q-C ratio, and engaged for providing the service. The firm will be engaged by SPSU/DSHE and will report to the Programme Director through Team Leader (International) of SESIP already appointed and working under SESIP. The Firm will work in close cooperation with and under overall guidance of Team Leader.

Table-1: Training Topics, Location, Duration and number of participants

Course code	Topics	No. of Participants	Batch	Duration	Location	Procurement Method
1.1.D	Teaching Science for teachers	500	10	14 days	USA/Canada/ Australia/UK/ India/New Zealand/ Malaysia/ Philippines/ Singapore/ South Korea etc.	QCBS- International
1.4.Aa	ICT for School Head Teachers and Madrasah Supers	640	16	8 days		
1.4.Ab	Teaching ICT for teachers	640	16	14 days		

Assignment Duration

18. The International Management Consulting Firm will carry out its assignment for over a period of 12 months starting from January until December 2017, comprising of 81 person-months of key inputs (international 45 person-months and national 36 person-months) as detailed in Table 2.

Objectives of the Assignment

19. The overall objectives of the task are:

For science teachers:

- Enhanced quality and relevance of secondary education teaching and learning through discussing the Bangladesh science curriculum;
- Enhanced understanding of activity-based science teaching and related methodology;
- Improved understanding of assessment of/for learning in the science subject, and;
- Improved skills in the use of internet and ICT for enhanced teaching and learning.

For school Head Teachers and Madrasah Supers:

- Enhanced skills in use of ICT and internet;
- Improved use of ICT for decentralized education management, effective planning, management, coordination and communication;
- Improved understanding of how teachers can use ICT as a tool for teaching and learning, and;
- Improved understanding of how ILC experiences can be spread through use of ICT and e-Learning materials;
- How to guide new ideas in a Bangladesh perspective.

For ICT teachers:

- Enhanced establishment of how to establish a “School Information Hub” in ILC institutions;
- Enhanced overall skills in teaching ICT as a subject;
- Improved skills in the use of internet and ICT for enhanced teaching and learning;
- Improved overall ICT skills, especially problem solving skills;
- Have a general understanding on how to support teachers to include e-content in their materials.

Scope of Services

20. The scope of the service is to plan and arrange overseas training for a total of 1,760 secondary teachers (Head Teachers, Supers and Teachers), mainly from education institutions that are being established as ICT Learning Centres (ILCs), in different parts of Bangladesh. The training will be conducted in designated countries that have relevant and sufficient institutional capacity to arrange and organize such training in three areas of expertise, and demonstrated excellence and reputation in the areas.

21. The Consulting Firm will explore, investigate and propose suitable countries and institutions for training with relevant background and experience with concrete examples to demonstrate the suitability of each institution of proposed country. The institutions will be in charge of implementing the training programme and to be selected based on their background information with relevance, delivery of academic programs, yearly training calendar, academic staff position, accommodation facility, logistics, etc arrangements supported preferably by printed brochures or/and web based materials.

22. Factors as visa regulations, travel time, availability of suitable and affordable accommodation, meal arrangements and weather patterns during different seasons of the year also need to be considered during submission of proposal.

23. The participants will be selected by the MoE/DSHE and will have sufficient English language skills to benefit fully from the training programme and should have master vocabulary related to the topics to be studied.

24. The Consulting Firm will arrange all travel, both local and international, accommodation (also in Dhaka for up-country participants prior to and after the international travel if needed), meals and snacks and a daily per diem. All visa arrangements will be carried out by the firm.

25. Prior to departure the Consulting Firm, together with SPSU, will arrange an orientation session where the participants are informed about the academic program and the practical arrangements. A package with all information shall be prepared by the firm and given to the participants. After the participants have returned, wrap-up meetings will be arranged for bigger groups of several batches at regular intervals if it is proved viable. The Firm will facilitate these meetings and provide a report.

26. On-site the Firm will engage one designated person to be available at all times to support the participants in any academic or practical matters, starting from receiving the participants at the airport and ending with escorting them back to the airport and guaranteeing that all are checked in properly and taken through security. The same person will also see that reports of each batch of participants are prepared and sent back to the Consulting Firm's local office, agent, representative or local partner in Dhaka. The provider will present a format for these reports.

27. The overseas training programs will be conducted by the designated Training Institutions of the designated country which will be identified, proposed, and managed by the consulting firm, with prior approval of the training institutions by the client. Justification for training institution selection will be provided to the client. The client will pay the designated training institutions directly for conducting the training based on agreed Memorandum of Understanding (MOU), with detailed program budget, between the client and the designated training institution. The consulting firm will facilitate and manage the preparation of the MOUs.

28. The contract between the client the firm is solely for the arrangement, coordination and management of the program, not for actual training activities and cost. Payments to this Consulting Firm for procurement services will be made in accordance with the Mode and Terms of Payments set out in the Contract Agreement between the Consultant and the Client, which may include payment in advance.

Specific tasks of the Service

29. In addition to the tasks mentioned under the "Scope", the Service Provider is required to provide the following;

Overall responsibility:

30. The Service Provider will have overall responsibility to ensure all the services required to properly implement the complete SESIP Overseas Training Management. These services shall include: (i) the program development of each course of overseas training (see Annex 1 for indicative content), (ii) proposing appropriate institutions and organizations that can manage the training services, (iii) assisting with the selection of the participants, (iv) pre-departure logistics, and (v) arrange the overall reporting of the overseas programs including the training outputs.

Specific activities:

31. The specific activities are as follows, but not limited to:

- (i) Develop a detailed time-based Work Plan covering all activities required to efficiently implement the full Overseas Training Management. This plan will need to be approved by the client and may be adjusted, from time to time;
- (ii) Carry out and complete all tasks and activities set out in the approved Work Plan in a timely and efficient manner to enable effective implementation of the Overseas Training Management and full participation by participants. These include:
 - a) Liaising with and assisting the SPSU during the process of selection of participants and in particular, arranging all meetings and accommodate payments for candidates to participate in any medical checks or inoculations (obtaining medical certificates);
 - b) Arranging and obtaining all documentation (air-tickets, passports [if needed], visas, etc.) required for the participants' travel, entry, study/training, and exit in the specified countries, and facilitating payments by the Client;
 - c) Informing participants of all necessary travel arrangements in a timely fashion and ensuring participants are supported when leaving Bangladesh and arriving/leaving the different countries of training.
 - d) Arranging travel and health insurance for all participants and facilitate payment by the Client.
 - e) Having in place adequate pastoral care and professional assistance locally to ensure participants are supported during adjustment to their living and training situation and monitor and provide support if needed during their stay.
- (iii) Establish contact and support executing formal agreements including MoUs, with institutions that will conduct the training and all the required related services. These agreements need to be comprehensive, providing details of participation arrangements, program curricula, training support, agreed fees and other payments, monitoring and reporting requirements, etc.; as well as the agreed fee and payment plans and arrangements for the training and the services;
- (iv) Arrange with Client for the payment of per diem for the participants in commensuration with the current circulars of the Govt and in accordance with the entitlement of each individual participants;
- (v) Arrange with Client for the payment of travel and all related services including accommodation abroad in commensuration with the current circulars of the Govt and in accordance with the entitlement of each individual participants;
- (vi) Liaise closely and undertake ongoing monitoring of all aspects of the training to ensure:
 - a. Customized training;
 - b. Provide high quality learning experiences for all the participants;
 - c. Promptly address any emerging concerns and to sustain delivery of quality learning opportunities to all participants; and

- d. Report on participant involvement/progress in a timely manner.
- (vii) Have in place risk management procedures that enable prompt action to redress any unsatisfactory or unfortunate development associated with the implementation of any aspect of the program;
- (viii) Prepare all required reports and submit these to the SESIP SPSU in a timely fashion. This includes regular monthly overview reports as well as those listed in the Reporting Schedule;
- (ix) Coordinate with the potential training institutions and facilitate execution of MoUs, and;
- (x) Assist Client to facilitate payments to overseas institutions and organizations involved in implementing the program.

Key Inputs

32. Following Table shows the indicative requirement of consultants to be engaged by the Consulting Firm for delivering the services:

Table-2: Consultants requirement for the services

S.N	Positions	International Person Months	National Person Months
1	HQ - Assignment Manager / Team Leader (Intl)	9 over 12	
2	Local Coordinator (Science) (Intl)	12	
3	Local Coordinator (ICT for Head Teachers) (Intl)	12	
4	Local Coordinator (ICT for Teachers) (Intl)	12	
5	BD – Assignment Coordinators (Ntl)		3x12=36
	Total	45 p/m	36 p/m

Consultants Qualification and Experience:

1 – HQ – Assignment Manager / Team Leader: (international): nine (9) months

Location: company headquarters with maximum three (3) visits to Bangladesh

Qualification and Experience

33. Master’s Degree in Education. Proven skills and 15+ years’ experience in management (planning, financial, coordination of logistics and staff support, contract negotiation, monitoring) of large-scale international study/training programs in multiple locations. Abilities needed to manage and supervise staff performance using a range of technologies. High level computer skills.

Tasks:

1. He/she is to keep constant communication with SPSU and address the problems in consultation with SPSU.
2. Ensuring large-scale international study/training programs in multiple locations.
3. Preparing and sending report on training according to terms of reference to SPSU.
4. Monitoring the Training Institutes and assessing the performances and accordingly report to SPSU
5. Supervising and making sure staff performance

2 – Local Coordinator (Science): (international): twelve (12) months

Location: USA/Canada/Australia/UK/New Zealand/Malaysia/Philippines/India/South Korea/Singapore etc.

Qualification and Experience

34. Bachelor's Degree in any subject. Proven skills and 10+ years of experience in all organizational and logistical matters (legal, medical, insurance, travel) required to send and return multiple groups of professionals to/from tertiary training and study programs in a range of international contexts. High level computer user skills.

Tasks:

1. Dealing with receiving trainees from airport and helping to reach them to University
2. Making the trainees oriented with University staffs and officers
3. Ensuring accommodation to the trainees
4. Maintaining effective communication with trainers & trainees, monitoring training activities and reporting to SPSU
5. Discharging all other pastoral activities.

3 – Local Coordinator (ICT for Head Teachers): (international): twelve (12) months

Location: USA/Canada/Australia/UK/New Zealand/Malaysia/Philippines/India/South Korea/Singapore etc.

Qualification and Experience

35. Bachelor's Degree in any subject. Proven skills and 10+ years of experience in all organizational and logistical matters (legal, medical, insurance, travel) required to send and return multiple groups of professionals to/from tertiary training and study programs in a range of international contexts. High level computer user skills.

Tasks:

1. Dealing with receiving trainees from airport and helping to reach them to University
2. Making the trainees oriented with University staffs and officers
3. Ensuring accommodation to the trainees
4. Maintaining effective communication with trainers & trainees, monitoring training activities and reporting to SPSU
5. Discharging all other pastoral activities.

4 – Local Coordinator (ICT for Teachers): (international): twelve (12) months

Location: USA/Canada/Australia/UK/New Zealand/Malaysia/Philippines/India/South Korea/Singapore etc.

Qualification and Experience

36. Bachelor's Degree in any subject. Proven skills and 10+ years' experience in all organizational and logistical matters (legal, medical, insurance, travel) required to send and return multiple groups of professionals to/from tertiary training and study programs in a range of international contexts. High level computer user skills.

Tasks:

1. Dealing with receiving trainees from airport and helping to reach them to University
2. Making the trainees oriented with University staffs and officers
3. Ensuring accommodation to the trainees
4. Maintaining effective communication with trainers & trainees, monitoring training activities and reporting to SPSU
5. Discharging all other pastoral activities.

5. – BD Assignment Coordinators, three persons: (national): thirty-six (36) months

Location: Bangladesh

Qualification and Experience

37. Bachelor's Degree in any subject. Proven skills and 15+ years of experience in all organizational and logistical matters (legal, medical, insurance, and travel) required to send and return multiple groups of Bangladesh professionals to/from tertiary training and study programs in a range of international contexts. In-depth knowledge of the requirements of relevant GoB Agency's procedures for obtaining all needed documentation for extended international study/training. Local office management (including financial) skills and experience. High level computer user skills.

Tasks:

1. Keeping communication with SPSU
2. List collection from SPSU
3. Processing passport and visa
4. Having medical test of the trainees done
5. Invoice collection and sending to SPSU

Operations Capacity Requirements

Firm Headquarters: necessary manpower at headquarters should be indicated for management/professional, technical, and support for the program, including

In Bangladesh: firm should have a local office, local agent, local representative or local partner in Bangladesh that is sufficiently staffed to undertake the Bangladesh-based activities, including management of air tickets, planning, pre-departure materials preparation, organizing meetings, transport (such as to and from airport) and follow-up post training meetings (if viable).

In (host) Country: firm will have in place local coordinators in respective venue countries that liaise between participants and service provider institutions.

Reporting Requirements

38. The consultant has to submit the following reports during the assignemnet period

Reports	Period/Time	Numbers
Inception Report	Within 15 days from the date of signing of the contract	1
Monthly Progress Report	Within 7 days of next month	11
Half yearly Progress Report	Within 15 days of 7 th month	1
Final Report	Within 10 days of completion of assignment	1

Mode of payment and Payment Terms:

39. The contract will be a Lum-sum contract and consultant's payment will be directly linked with the following milestones deliveries.

Deliveries/Reports	Contents/service completd	Submission time	Percent payment
1. Inception Report	Fielding of all key consultants completed, updated time-boundwork schedule, Working modality in case of contacting and selecting country and foreign training institutes, etc.	Within 30 days from the date of contract	10% of contract cost
2. Submission of first month progress report	Preliminary list of training institutes to be contacted with address, contact person's name for each institute, contact number, etc for training (Table-1) along with the justifications and relevance of proposed proposal of those institute for particular course.	Preceeding month's report within first 7 th days of succeeding month.	5% of contract cost
3.& 4. 2 ⁿ & 3 rd monthly Report	Final list of training institutes finalised after consultation with the SPSU and draft MOU for all institutes selected.	-Do-	5% of contract cost
5. 4 th monthly Report	At least 80% MOU signed and 20% of delivery of course completed.	-Do-	10% of contract cost
6.&7. 5 th & 6 th monthly Report	100% MOU signed with the institutes and 30% delivery of course completed	-Do-	10% of contract cost
8. Half yearly Report	100% MOU signed with the institutes and 40% delivery of course completed and other	Within 15 days of completion of 6 th months delivery of	10% of contract cost

Deliveries/Reports	Contents/service completd	Submission time	Percent payment
	progress, problems if any, etc .	services.	
9. 10 & 11. 6 th , 7 th & 8 th monthly Report	100% MOU signed with the institutes and 60% delivery of course completed.	-Do-	10% of contract cost
12.13. &14. 9 th , 10 th & 11 th monthly Report	80% delivery of course completed.	-Do-	20% of contrac cost
15. Final Report	100% Mou signed with 100% delivery of course. Participants evaluation, total statistics of course wise participants list etc	Within 10 days of contract completion.	Remaining 20% of conctrct cost

Annex 1

Indicative Training Module Content

1.1 D: Science Teachers: (14 days) - Training Program

(No. of Persons: 500, 50 in each batch, class size 25)

- Current trends in 'Teaching Science and Practical Science';
- Ways of making 'Science Teaching-Learning' interesting and attractive;
- Inductive method of Teaching Science;
(Practical Experiment to Theory/Principles/Law)
- Effective methods of conducting 'Practical Science Class';
- Projects in Science (Inquiry method)
- Assessment of learners' achievement in Science;
- Observation of Science Classes/Practical Science Classes and Interactions with Science Teachers, and;
- Use of low cost and local materials for Practical classes.

1.4. A: ICT Learning Center (ILC): Head Teacher/Super (8 days) – Training Program

No. of Participants: 640, 40 in each batch, class size 20

- ICT for qualitative improvement and sustainability of learning;
- Nature and functions of ICT Centers;
- ICT in pedagogy (use of ICT in teaching-learning);
- Roles of institutes' head in effective management and maintenance of ICT Center; and
- Visits: ICT Centers of educational institutions, and interactions with the heads of the institutes.

1.4.A: ICT Learning Centre (ILC): Teachers (14 days) – Training Program

No. of Participants: 640, 40 in each batch, class size 20

- ICT for qualitative improvement and sustainability of learning;
- Nature and functions of ICT Centers;
- ICT in pedagogy (use of ICT in teaching learning);
- Digital content as supplementary reading materials;
- Roles of ICT teacher in use of ICT in pedagogy Hands on experience;
- Maintenance of ICT Center; and
- Visits: ICT Centers of educational institutions and interactions with counterparts.