

**Department of Finance (DOF)
Government of Meghalaya**

Terms of Reference for

**Design and Delivery of Professional Development Training
programs for Teachers of Secondary/Higher Secondary Schools
of Meghalaya, India**

ADB Loan No.: 3033-IND

June, 2015

ABBREVIATIONS

| | |
|------|--|
| ADB | Asian Development Bank |
| BTC | Basic Training Centre |
| CTE | College of Teacher Education |
| DIET | District Institute of Education and Training |
| DERT | Directorate of Education Research and Training |
| DSEL | Directorate of School Education & Literacy |
| DOE | Department of Education, GOM |
| DOF | Department of Finance, GOM |
| EOI | Expression of Interest |
| GOM | Government of Meghalaya |
| IA | Implementing Agency |
| ICT | Information & Communication Technology |
| PIU | Project Implementation Unit |
| REOI | Request for Expression of Interest |
| RFP | Request for Proposal |
| RMSA | Rashtriya Madhyamik Shiksha Abhiyan |
| SHCD | Supporting Human Capital Development |
| SHS | Secondary and Higher Secondary |
| TLM | Teaching - Learning Material |
| TOR | Terms of Reference |
| TTP | Teacher Training Provider |
| TVET | Technical Vocational Education and Training |

Design and Delivery of Professional Development Training programs for Teachers of Secondary/Higher Secondary Schools of Meghalaya, India

1. Background

Bounded on the North and East by Assam and on the South and West by Bangladesh, the State of Meghalaya (Meghalaya) is spread over an area of 22,429 square kilometres. The State enjoys a temperate climate. The principal languages in Meghalaya are Khasi, Pnar and Garo with English as the official language of the State. Meghalaya comprises of the following 3 Divisions and 11 Districts:

A. Jaintia Hills Division:

- i. West Jaintia Hills (Jowai)
- ii. East Jaintia Hills (Khliehriat)

B. Khasi Hills Division:

- iii. East Khasi Hills (Shillong)
- iv. West Khasi Hills (Nongstoin)
- v. South West Khasi Hills (Mawkyrwat)
- vi. Ri-Bhoi (Nongpoh)

C. Garo Hills Division:

- vii. North Garo Hills (Resubelpara)
- viii. East Garo Hills (Williamnagar)
- ix. South Garo Hills (Baghmara)
- x. West Garo Hills (Tura)
- xi. South West Garo Hills (Ampati)

Shillong is Meghalaya's capital and is situated at an altitude of 1,496 meters above sea level. Shillong is also the headquarters of East Khasi Hills District. The capital city has a bracing climate throughout the year. The city is well connected with roads all-over, has its own charm that is different from other hill stations. Shillong presents a natural scenic beauty with waterfalls, brooks, pine grooves and gardens. This city has been the seat of Government since the consolidation of the British administration in this part of India more than a century ago.

Following is the key demographic data for Meghalaya:

- Total population of Meghalaya as per 2011 census is 2,966,889 of which male and female are 50.28% and 49.71% respectively. In 2001, total population was 2,318,822 in which males were 50.71% while females were 49.28%.
- Literacy rate in Meghalaya is 74.43 % as per 2011 population census. Of that, male literacy stands at 75.95 % while female literacy is at 71.88 %.
- Sex Ratio in Meghalaya is 989 females per 1000 males, which is above national average of 940 as per census 2011. In 2001, the sex ratio of females was 975 per 1000 males in Meghalaya.

Meghalaya is one of the 11 special category states of India which have been designated as such since they suffer from various constraints due to their special history, poor connectivity, difficult terrain, weak economic base, and poor infrastructure.

Meghalaya, as a State is well endowed with vast renewable natural resources. Majority of its population depends upon the natural resources for livelihood support. One of the strategic priorities for the Government of Meghalaya (GOM) is to balance the requirements of rapid

economic growth and natural resource conservation. Keeping in view this priority, three areas of focus emerge – promoting inclusive growth with poverty alleviation, employment generation and livelihood promotion. In order to achieve this vision, GOM is emphasizing on human capital development in the State.

2. Objective of the assignment

The Asian Development Bank (ADB) funded project “Supporting Human Capital Development in Meghalaya” (Loan No.3033-IND) aims to enhance the employability of Meghalaya’s youth by improving quality, delivery and access to Secondary and Higher Secondary (SHS) education, technical and vocational skills training across the 11 Districts of Meghalaya. It intends to build awareness among Meghalaya’s youth about the benefits of education and vocational training. The project will help in creating an enabling environment for inclusive growth through the following objectives:

Objective 1: Improve the quality and delivery of State’s secondary and higher secondary education

Objective 2: Enhance the employability of youth by focusing on skill development programs

The Department of Finance (DOF) is the Executing Agency (EA) for the project. The Department of Education (DOE), Meghalaya State Skill Development Society (MSSDS) and the Department of Labor (DOL) are the three Implementing Agencies (IA) for the project. The said three agencies have been designated as Project Implementation Units i.e. PIU-1, PIU-2 and PIU-3 respectively.

a. About the Teacher training intervention

As part of this project, a specific amount has been budgeted in order to meet the cost of the required Teacher Development and Training Programs. This provision will enable GOM to adopt a flexible modality to encourage participation of private and public sector Teacher Training Providers (TTP) for imparting teacher professional development programs to **3,500** SHS school teachers (including Head Teachers and Principals) and approximately **100** Master Trainers (identified by State). The time frame to achieve this target is 36 months from the date of signing contract until October 2018.

Towards achieving the above objectives, it is desired that “3,500 in-service teachers are professionally developed to become confident reflective practitioners in their roles” and “the 100 Master Trainers are developed to build capacity for the state” and ensure that they:

- I. Develop professional acumen to demonstrate their professional and educational responsibilities in the context of the Meghalaya Education System;
- II. Develop knowledge and skills in planning for reflective teaching, various teaching methodologies and in providing feedback to the pupils they teach based on best practices;
- III. Develop their confidence in evaluating and reflecting on their professional practice in school.

Through this REOI, the GOM envisages to prepare a shortlist of pre-qualified bidders for submitting a technical as well as financial proposal based on the Request for Proposal (RFP) to be released by GOM subsequently for the selection of TTP. The prospective bidders shall be included in the shortlist based on the pre-qualification criteria as in section 9 of this REOI document. The RFP shall be issued only to the pre-qualified bidders included in the shortlist. The following sections of this REOI present the broad business requirements and Scope of Work (SoW) envisaged for the TTP for the professional development of the Secondary/ Higher

Secondary School teachers, Head teachers, Principals and capacity development for Master Trainers in the State of Meghalaya under the ambit of this project. The business requirements and the SoW described in the subsequent sections are indicative and at broad level only. The detailed SoW shall be presented in the RFP subsequently.

b. Business Requirements

As stated, the TTP is required to carry out the professional development of Secondary/ Higher Secondary School teachers, Head Teachers and Principals in the State of Meghalaya by means of the training intervention. The TTP also needs to build capacity by creating a separate parallel program for Master Trainers as identified by Department of Education, Meghalaya. Below are the broad requirements that the TTP needs to address for imparting professional development programs to the in-service **3,500** Secondary/ Higher Secondary school teachers, Head Teachers, Principals and **100** Master Trainers. The TTP for the above-mentioned training intervention is required to:

- Design training and develop content;
- Conduct and deliver training programs as per the design;
- Manage logistics for delivering and conducting training programs.

All programmes and activities need to be aligned with the National agenda including but not limited to the National Policy of Education and National Curriculum Framework for Teacher Education 2009 etc.

For sustaining long term changes in the SHS schools of the project, the TTP should aim to:

- Increase staff capacity in terms of knowledge and skills to work individually and collaboratively;
- Ensure promotion of quality through continuous self-assessment to enhance own productiveness and that of the school.

3. Scope of Work (SoW)

Following is the broad SoW envisaged for the TTP for addressing the requirements cited above:

c. Designing Training and Developing content

It is required that the training designed and developed by the TTP should be able to install certain core competencies and collaborative attitudes such as classroom management, motivation, leadership skills, higher order thinking, etc. among the teachers undergoing the training for their necessary professional development. It is also required that the training programs so designed should be able to achieve the objectives as defined above.

The table below presents broad needs around which TTP shall design the training programs and develop content for SHS teachers, Head Teachers, Principals and Master Trainers in order to develop core competencies and achieve the objectives of the project.

d. Envisaged broad needs for SHS teachers

| # | Broad Needs | Desired Competency/Attitude |
|----|--|-----------------------------|
| 1. | Ability to carry out effective classroom transactions | Classroom management |
| 2. | Ability to manage individual, pair, group-work within the classroom | |
| 3. | Ability to develop and use an effective lesson plan (e.g. daily, monthly, quarterly, yearly) | Teaching strategy |
| 4. | Ability to develop an appropriate classroom discourse | |

| # | Broad Needs | Desired Competency/Attitude |
|-----|--|---|
| 5. | Ability to create a conducive environment to enable the learning among students with disability | |
| 6. | Enhancing the levels of motivation | Motivation for Self / others |
| 7. | Developing and using teaching learning materials (including ICT) | Develop and institutionalize Innovative practices |
| 8. | Ability to carry out reflective practices | Higher order thinking |
| 9. | Ability to maintain an ongoing teacher's diary (Journal) | Self-Development (CPD) |
| 10. | Ability to develop and implement Continuing Professional Development (CPD) through collaboration with other teachers , self-study and continuous improvement | |
| 11. | Ability to assess learners as well as self as per defined learners' and teachers' standards | Learning standards assessment |

e. Envisaged needs for Head Teachers and Principals

| # | Broad Needs | Desired Competency/Attitude |
|----|---|---|
| 1. | Ability to carry out effective classroom transactions | Classroom management |
| 2. | Ability to develop an appropriate classroom discourse | Teaching Strategy |
| 3. | Ability to create a conducive environment to enable the learning among students with disability | |
| 4. | Enhancing the levels of motivation | Motivation for Self / others |
| 5. | Developing and using teaching learning materials (Including ICT) | Develop and institutionalize Innovative practices |
| 6. | Ability to carry out reflective practices | Higher order thinking |
| 7. | Ability to maintain an ongoing activities in diary (Journal) | Self-Development (CPD) |
| 8. | Ability to play a leadership role in monitoring teachers and providing academic support and guidance while on job | Leadership skill |
| 9. | Ability to assess learners and teachers as per defined learners' and teachers' standards | Learning standards assessment |

f. Envisaged needs for Master Trainers

| # | Broad Needs | Desired Competency/Attitude |
|----|--|-----------------------------|
| 1. | Ability to carry out effective classroom transactions | Classroom management |
| 2. | Ability to manage individual/pair, group-work within the classroom | |
| 3. | Ability to develop and use an effective lesson plan (e.g. daily, monthly, quarterly, yearly) | Teaching strategy |
| 4. | Ability to develop an appropriate classroom discourse | |

| # | Broad Needs | Desired Competency/Attitude |
|-----|--|---|
| 5. | Ability to create a conducive environment to enable the learning among students with disability. | |
| 6. | Enhancing the levels of motivation | Motivation for Self / others, |
| 7. | Developing and using teaching learning materials (Including ICT) | Develop and Institutionalize Innovative practices |
| 8. | Ability to carry out reflective practices | Higher order thinking |
| 9. | Ability to maintain an ongoing teacher's diary (Journal) | Self-Development (CPD) |
| 10. | Ability to develop and implement Continuing Professional Development (CPD) through collaboration with other teachers , self-study and continuous improvement | |
| 11. | Ability to play a leadership role | Leadership skill |
| 12. | Ability to deliver and present deliberations as well as training sessions | Communication skills |
| 13. | Ability to assess learners as well as self as per defined learners' and teachers' standards | Learning standards assessment |

g. Print and Non-Print Materials

Further, the TTP shall develop the following print and non-print contents for the training programs. The intellectual property rights regarding all the print and non-print contents/SIM/Reference material/etc. shall remain with GOM.

| | | |
|------------------|---|--|
| Print | Reference reading material / articles/ case studies, evaluation/feedback questionnaires | For participants and trainers |
| | Participant Notes to include Activity sheets (Individual, group, etc.) | For participants and trainers |
| | Self-instruction material (SIM) | For participants and trainers |
| | Reflective diary/ journal | For participants and trainers |
| | Trainer Notes | For TTP facilitators as well State Identified facilitators (Master Trainers) |
| Non-Print | Contents and other training materials in the form of CDs; DVDs; Films; software; ICT tool; materials or Tablets/PCs | For TTP facilitators as well State Identified facilitators (Master Trainers) |

h. Ongoing Monitoring and Evaluation

The TTP shall also design and develop various print as well as non-print evaluation tools for monitoring and assessment of training programs.

i. Conduct and deliver training programs as per the design

The TTP shall conduct and deliver training programs broadly using the following modes.

- Classroom based face-to-face delivery
- Delivery using ICT tools such as video-conference, web-castings, web2.0 tools

- Individual, group as well as field visit based delivery
- Monitoring using virtual tools such as phone, mail, etc. especially during the on-the-job phase of training programme
- Evaluation of the training through evaluation/feedback questionnaire assessing reports/dairy/Journals/Focus Group Discussions (FGD) with participants

j. Manage logistics for delivering and conducting training programs

The TTP shall be responsible for arranging as well as managing the following broad logistics for conducting as well as delivering the training programs

- Travel arrangements for participants as well as State facilitators (Master Trainers)
- Boarding and lodging for participants as well as State facilitators (Master Trainers)
- Honorarium for State facilitators (Master Trainers) during the delivery of training and their participation as observers.
- Training kits (bags, pen, writing pads, etc.)
- Refreshments and lunch during the training programs
- Hiring of training venues with training logistics
- Contingencies (such as generators during power failure, etc.)

k. Target Group

This training intervention targets to train **3,500** in-service SHS school teachers, Head Teachers, Principals and **100** Master Trainers in the State of Meghalaya.

It is envisaged that entire training program will be implemented in multiple batches. Every batch will include 25 to 30 participants. Each participant in a batch shall undergo a training program consisting of three phases that will constitute a complete cycle. The cycle is broadly structured in the following manner:

l. Indicative cycle for SHS teachers

For SHS teachers, the batch shall consist of 25-30 teachers. Each batch shall undergo training as described below:

| Phase | Duration | Delivery mode | Description |
|-----------|-----------|----------------------------------|---|
| Phase I | ~10days | Classroom based face-to-face | In this phase, the participants in a batch of 25-30 shall undergo training to develop broad competencies as described in table 6.1.1.1. This phase shall broadly comprise 80 hours of inputs. |
| Phase II | ~2 months | Distant learning in virtual mode | After the completion of Phase I training, the batch shall return to their respective schools. The participants shall apply the knowledge & skills acquired during Phase I training while on-the-job. During this phase, the participants shall undertake on-the-job activities of approximately 50hours. The TTPs are encouraged to suggest innovative ways of tracking participants' progress during this phase. |
| Phase III | ~10days | Classroom based face-to-face | After the completion of Phase II, the batch will return for face-to-face discussions of their on-the-job experience as well as take part in further learning. This phase shall broadly comprise 80 hours of inputs. |

m. Indicative cycle for Head Teachers and Principals

For *Head Teachers and Principals of SHS*, the batch shall consist of about 15-20 teachers. Each batch shall undergo training as described below:

| Phase | Duration | Delivery mode | Description |
|-----------|---------------|----------------------------------|--|
| Phase I | ~5days | Classroom based face-to-face | In this phase, the participants in a batch of 15-20 shall undergo training to develop broad competencies as described in table 6.1.2.1. This phase shall broadly comprise 40 hours of inputs. |
| Phase II | ~2 to 3months | Distant learning in virtual mode | After the completion of Phase I training, the batch shall return to their respective schools. The participants shall apply the knowledge & skills acquired during Phase I training while on-the-job. During this phase, the participants shall undertake on-the-job activities of approximately 50 hours. The TTPs are encouraged to suggest innovative ways of tracking participants' progress during this phase. |
| Phase III | ~5 days | Classroom based face-to-face | After the completion of Phase II, the batch will return for face-to-face discussions of their on-the-job experience as well as take part in further learning. This phase shall broadly comprise 40 hours of inputs. |

n. Indicative cycle for the training program for Master Trainers

It is envisaged that **100 teacher educators and senior teachers** will be trained as State Facilitators (Master Trainers). During the initial period, these State Facilitators shall be trained as participants as part of a batch. After the training, their services will be utilized to impart training along with the TTP facilitators.

Master Trainers shall undergo training designed and developed for SHS teacher as well as Head Teachers and Principals to develop overall expertise. Master Trainers shall also be the observer and play the role of co-trainer for a period along with trainer of TTP to acquire the training delivery skills. Following is the envisaged structure for Master Trainers:

| Training | Duration | Delivery mode | Description |
|----------------------|------------------------------|------------------------|---|
| Orientation training | ~3 days | Face-to-face | All the Master Trainers as identified by State shall undergo a 3 day induction program prior to the training cycle where they should be given an orientation about their roles and responsibilities as Master Trainer |
| Phase I, II & III | As per SHS teachers training | As per training design | The participants in batches of 20 shall undergo training to develop broad competencies for SHS teachers and Head Teacher/Principals |
| Refresher training | ~3 days | Face-to-face | Master trainers after the completion of training cycles and other training programs as per design shall undergo refresher program to affirm the knowledge & skills acquired. |

The training program for each participant shall be considered accomplished only after the completion of one entire cycle. For the successful completion of the training it is necessary that the participants obtain minimum rating of 80% during the evaluation.

o. Indicative Timeline

| | |
|---|------------------|
| Release of REOI | July 2015 |
| Release of RFP | July 2015 |
| Pre-bid meeting | July 2015 |
| Signing of Contract with successful bidder as TTP | August 2015 |
| Completion of the design of the training program and development of content Designing of training program and development of Content | November 2015 |
| Commencement of training program | January 2016 |
| Completion of training program i.e. completion of training of all the 3500 teachers | October 2018 |

p. Training Venue

As stated in section 6.3, the TTP shall be responsible for arranging, managing and maintaining logistics for the training programs identified including the training venues. It is envisaged that training shall be conducted in three location viz. Shillong, Tura and Jowai. TTP may also organize training in additional locations depending upon their presence in Meghalaya.

4. Team composition and qualification

a. Indicative requirements for the personnel requirement

| Nature of Experts | Number of persons | Number of person month | Qualification | Experience |
|--|-------------------|------------------------|---|--|
| Module / Content design experts (International) | 1 | 3 | Ph.D. in Education preferred /Master’s Degree | 10 years in developing and designing training designs prog/materials |
| Experts (National) on development of materials including evaluation tools | 1 | 3 | Ph.D. in Education preferred /Master’s Degree | 10 years in designing /developing materials for training teaches and conducting evaluation studies |
| Programme management experts/assistants (National) (2 per training location) | 4 | 36 | Degree | 10 years in project management and implementation |
| Trainers (National) for Teachers training | 2 | 30 | Master Degree/Ph.D. in education preferred | 10 years in training secondary/higher secondary teachers |
| Trainers (International) for | 2 | 5 | Master Degree/Ph.D. in education preferred | 10 years in training secondary/higher secondary head teachers |

| | | | | |
|---|---|---|--|---|
| Head Teachers training | | | | |
| Trainers (international) for Master Trainers training | 2 | 1 | Master Degree/Ph.D. in education preferred | 10 years in training secondary/higher secondary head teachers |

5. Reporting Requirements

Following are the reporting requirements of the consultants.

The consultants will furnish the following reports and documents in English in accordance with the agreed program. These will include:

[Inception, progress, mid-term review, and completion reports]

- a) Inception Report (draft submitted within 2 months of mobilization and finalized within 3 months of mobilization)
- b) Monthly activity report
- c) Quarterly Progress Reports (within 30 days of the end of each quarter)
- d) Mid-term Report (middle of year 3)
- e) Project Completion Reports (draft submitted 3 months prior completion date of the project and finalized within 3 months after project closure)

6. Methodology for Selection of TTP

The entire selection process for the engagement of the TTP shall be made in accordance with ADB's Guidelines on the Use of Consultants, 2013 (as amended from time to time), and will be conducted in two stages:

Stage 1: Shortlist of bidders

On the basis of the 'Expressions of Interest (EOI)' submitted by the prospective bidders in response to this REOI, DOF will prepare a shortlist of prospective bidders who meet the shortlisting criteria.

Stage 2: Selection of TTP from the shortlist

DOF (the Executing Agency) will send the Request for Proposal (RFP) to all the bidders who have been pre-qualified and included in the shortlist.

The RFP will provide detailed TOR for training delivery including, amongst others:

- Quality of training materials that the TTP will use in the training;
- Adequacy of equipment, tools and instructional aids and venue that the TTP will use in the training;
- Adequacy of training venue;
- Monitoring and evaluation plan to ensure quality of training.

From the shortlist, one bidder will be selected for providing training. The selection shall be made on a competitive basis, using a **Quality and Cost Based Selection (QCBS)** method based on evaluation of **Full Technical Proposals**. The evaluation will be carried out using 90:10 Quality and Cost criteria. The bidder scoring highest composite score (including quality and cost parameters) shall be called as the successful bidder and will be requested for further negotiations and subsequently signing of the contract. The detailed selection process shall be explained in the RFP to be released. DOE shall sign the contract with the successful bidder for

the training assignment. After signing the contract the successful bidder will be termed as the Teachers Training Provider (TTP).

7. Entities eligible to participate

The participating entities should be incorporated in ADB member countries.

Joint Ventures comprising of up to a maximum three (3) national and/ or international entities including foreign entities incorporated outside India, shall also be entitled to apply for pre-qualification for inclusion in the shortlist. However, in the case of Joint Ventures, the parties to the Joint Venture must execute a legally binding Joint Venture Agreement, in terms of which all members of the Joint Venture undertake to remain jointly and severally liable towards GOM.

8. Shortlisting Criteria

Bidders should meet the Shortlisting Criteria mentioned in the EOI questionnaire.

9. Envisaged requirement of Experts

It is envisaged that the following group experts would be required for planning, designing, developing materials and conducting training for SHS teachers, Head Teachers/Principals & Master Trainers.

1. Module / Content design experts (about 3 per category)
2. Experts on development of materials including evaluation tools (about 3 per category)
3. Programme management experts/assistants (about 3 per location)
4. Secondary and Higher Secondary Teacher Training experts (2 per day of training)

The TTP would be required to identify a group of experts as cited in points 1-2, 3 and 4 separately. For point 1 and 2 there could be common experts

With respect to point 4, the TTP should ensure the availability of two training experts per day for providing training to the batches. The TTP should list out at least 20 experts for teacher training, 10 for Head Teachers/Principals, 6 for Master Trainers for induction and refresher. From the list the TTP could rotate experts for different centres, different training days and training sessions.

10. Validity of EOI

EOI shall be valid for 120 days from date of submission thereof.

11. Submission of Expressions of Interest

DOF invites bidders who are 'eligible entities' and Joint Ventures in terms of para.8 above to submit expressions of interest (EOI) to be part of the shortlist of pre-qualified bidders. The EoI should be submitted in the Standard EoI template of ADB only online on Consultancy Recruitment Notice (CSRN) in ADB website . Bidder failing to submit EoI in standard EoI template of ADB shall be rejected.

Each bidder shall submit only one EOI. Each bidder must submit the following information/ documents as a part of its EOI:

Organizational information

- Profile of the bidder (name, address of the registered office/ other offices across India/abroad, telephone number, Email ID, name of principal point of contact, etc.)
- Certified copy of the Joint Venture Agreement (if the EOI is being submitted by a Joint venture), including the details of the Lead Member and all other members of the Joint Venture;
- Certified copy of the incorporation/ constitution documents (Certificate of Incorporation, Memorandum and Articles of Association, Trust Deed, LLP Agreement, Certificate of Registration as a Society, Charter Document etc., as applicable).
- Audited Financial statements of last three financial year

Nature of the business of bidder and key personnel

- Bidder's history (duration of being in the training business and the track record of having conducted training programs of similar nature and magnitude anywhere in India, particularly in the north east) with details of any certifications, awards, recognitions etc.);

12. Important Terms & Conditions

Each bidder must take note of the following important terms & conditions before the submission of its EOI:

- The bidders are advised to familiarize themselves with the requirements of selection criterion.
- DOF reserves the right to pre-qualify or not to pre-qualify any or all of the bidder(s) without assigning any reason whatsoever.
- DOF reserves the right to postpone or cancel the shortlisting process at its sole discretion and without assigning any reason.
- The mode of submission shall through ADB CMS and hard copy submission shall not be evaluated.
- The deadline for the submission of EOIs is as indicated in the CSRN.
- EOIs received after the deadline shall be liable to be rejected.