Brief Description of Assignment:

REQUEST FOR EXPRESSION OF INTEREST (EOI) FOR CONSULTANCY SERVICES OF
"**Technical Support for Restructuring and Upgradation of ITIs in Meghalaya, India**"

Experience, Resources and Delivery Capacity Required:

The consulting entity shall have at least 10 years of experience in similar **Restructuring and Upgradation of ITIs/ Technical institutes**. Government of Meghalaya through this consultancy contract proposes to establish an institutional tie-up with a reputed institution to provide mentorship and technical handholding support for fast tracking activities related to ITI up gradation. Meghalaya Government aims to restructure & upgrade the technical training system in the State with focus on Industrial Training Institutes (ITI's). The objective is to modernize & restructure these institutions to provide employment (self & wage) oriented skill training to the youths who lack technical skills & qualifications. The consulting service will require about 110 person months and is to be implemented over 24 calendar months from the commencement date. Estimated budget is USD 335,000.00

A Research Organization/ Consulting Firm will be selected following the Consultants' Qualifications Selection (CQS) method in accordance with the procedures set in the Guidelines on "The Use of Consultants by Asian Development Bank and its Borrowers". The EOIs will be evaluated based on the complete information provided in the Template for Expression of Interest (Consulting Firms).

The firm(s) should include in their expression of interest the following information:
  a) Required supporting documents for experience and qualifying Criteria, CVs of proposed Key personnel, joint venture agreement if any, audited financial statement, certified copy of incorporation/constitution, for this project as per the TOR.
  b) Minimum qualifying criteria, which includes number of years of experience, turnover requirement, and required infrastructure. Eligible entities to participate must indicate the number of successfully completed training.
  c) Management competence, which includes quality control and assurance Project Management Coordination and Approach and Methodology
  d) Technical competence, which includes Firm's specialisation vis-à-vis the sectoral focus of the assignment in TOR, number of similar projects undertaken and proposed team for the assignment
  e) Experience working in similar geographic regions of countries;

In case of alliance/consortium/joint venture, all members of such entity should mention their expertise independently undertaking the assignment along with their signed letter of agreement/ intent. Other Details (if applicable): The "Expression of Interest (EOI)"must be submitted online by the interested firms/organizations through ADB's website. For online submission, the consulting firm must be registered with ADB's CMS (Consultant Management System) at http://cms.adb.org. All requested information must be filled in completely.

Attachments: TOR, EOI templates and evaluation criteria.

Expression of Interest (EOI) Consulting Firms

Project Number	3033-IND
Project Name	Supporting Human Capital Development in Meghalaya
Project Country	India

I.   Consulting Firm Information

CMS No.[2] / date:	Country of Incorporation:[3]
Consultant Name:	Acronym:
EOI Submission Authorized by:	Position

Associations (Joint Venture or Sub-consultancy)

CMS No.[1]	Consultant	Acronym	Country of Incorporation[2]	Joint Venture(JV) or Sub-consultant	EOI Submission Authorized By	Position

Present the rationale for and benefits of working in association (JV or Sub-consultant) with others rather than undertaking the assignment independently (as appropriate). Describe the proposed management and coordination approach of the association and the role of each firm.

I confirm that:

☐   Documentation regarding our corporate structure including beneficial ownership has been attached.

☐   Documentation regarding our Board of Directors has been attached.

☐ written agreement to associate for the purpose of this Expression of Interest has been signed between the consortium partners and has been attached.

Once your team is shortlisted and invited for submission of the Proposal, it is not permissible to transfer the invitation to any other firm, such as Consultant's parent companies, subsidiaries and affiliates.The Client will reject a Proposal if the Consultant drops a JV member without the Client's prior consent, which is given only in exceptional circumstances, such as debarment of the JV partner or occurrence of Force Majeure.[4]

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[2] If already registered on ADB's Consultant Management System (CMS). CMS registration is not mandated under EA-administered selection.

[3] The lead consultant must submit a copy of the Certificate of Incorporation of itself and of each JV member and sub-consultant through VII. EOI Attachments.

[4] Paras. 3 and 7, Section 1 of the Standard Request for Proposal (SRFP), ADB website.

II.   Assignment Specific Qualifications and Experience

<u>For online submission:</u> Your EOI shall demonstrate technical competence and geographical experience based on project references entered in full registration under your CMS profile. We encourage you to update Project Information under your CMS prior to filling EOI.
<u>For offline submission:</u> Please provide relevant project information in Section E below.

A.   Technical Competence

Cross-referencing from your profile projects in Section E. Project References, highlight the technical qualifications of your entity/consortium in undertaking similar assignments. Provide details of past experiences working with similar project authorities.(refer evaluation criteria)

B.   Geographical Experience

Cross-referencing from your profile projects in Section E. Project References, present experiences in similar geographic areas.(refer evaluation criteria)

C.   Management Competence (Please answer each question in one paragraph of 3-5 sentences)

Describe standard policies, procedures and practices that your entity has to assure quality interaction with clients and outputs. Please state if your company is ISO certified.(refer evaluation criteria)

1. How will your firm/consortium handle complaints concerning the performance of experts or quality of the reports submitted for this assignment? What internal controls are in place to address and resolve complaints?

2. How will you ensure the quality of your firm's/consortium's performance over the life of this assignment?

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3. Describe standard policies, procedures and practices that your firm has put in place to avoid changes/replacements of personnel and to ensure the continuity of professional services once contracted.

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4. Describe what social protection practices you have in place to safeguard the well-being of your proposed experts? Specifically describe arrangements you have in place for medical, accident, and life insurance coverage during the assignment.

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D. Other Information (maximum of 500 words)

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(refer evaluation criteria)


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E. Project References

Please select most relevant projects to demonstrate the firm's technical qualifications and geographical experience (maximum 10 projects).(refer evaluation criteria)

SN	Project	Period	Client	Country	Firm
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Project Summary

SN 1	
Project Title	
Country / Region	
Start Date	
Completion Date	
Continuous / Intermittent	
Client	
Funding Source	
Description	(indicate your role and input in person-months)

SN 2	
Project Title	
Country / Region	
Start Date	
Completion Date	
Continuous / Intermittent	
Client	
Funding Source	
Description	(indicate your role and input in person-months)

(Please insert more tables as necessary)

III.   Comments on Terms of Reference

IV.   Comments on Budget Adequacy

V.   Key Considerations in approaching this assignment (no more than 9,000 characters summarizing approach and methodology)(refer evaluation criteria)

VI. Key Experts (refer evaluation criteria)

List of experts is only required for Consultants' Qualifications Selection (CQS). Attach CV of each expert. Provide CV for .

SN	Name	Email	Position/Title	Nationality
1				
2				
3				
4				
5				

(Please insert more rows as necessary)

VII. EOI Attachments

SN	Description
1	Certificate of Incorporation of the lead member
2	Certificate of Incorporation of the JV member (for each member)
3	Certificate of Incorporation of the Sub-Consultant (for each sub-consultant)
4	Letter of Association
5	Tabular format which includes details as per Eligibility criteria and Credential.

(Please insert more rows as necessary)

VIII. Eligibility Declaration[5]

We, the undersigned, certify to the best of our knowledge and belief:

☐ We have read the advertisement, including the terms of reference (TOR) for this assignment.

☐ Neither the consulting firm nor its JV member or sub-consultant or any of its experts prepared the TOR for this activity.

☐ We confirm that the project references submitted as part of this EOI accurately reflect the experience of the specified firm/consortium.

☐ We further confirm that, if any of our experts is engaged to prepare the TOR for any ensuing assignment resulting from our work product under this assignment, our firm, JV member or sub-consultant, and the expert(s) will be disqualified from short-listing and participation in the assignment.

☐ All consulting entities and experts proposed in this EOI are eligible to participate in ADB-funded, -supported and –administered activities.

☐ The lead entity and JV member or sub-consultant are NOT currently sanctioned by ADB or other MDBs. Neither the consulting firm nor the JV member or sub-consultant has ever been convicted of an integrity-related offense or crime related to theft, corruption, fraud, collusion or coercion.

☐ We understand that it is our obligation to notify ADB should any member of the consortium become ineligible to work with ADB or other MDBs or be convicted of an integrity-related offense or crime as described above.

☐ JV member or sub-consultant, including all proposed experts named in this EOI, confirmed their interest in this activity in writing.

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[5] Eligibility refers to ADB's Guidelines on the Use of Consultants by Asian Development Bank and its Borrowers, Clause 1.13 together with Clauses 1.10-1.11 and 1.23-1.25 on integrity and anti-corruption policies.

☐ JV member or sub-consultant, including all proposed experts named in this EOI, authorized us in writing to represent them in expressing interest in this activity.

☐ None of the proposed consortiums are subsidiaries of and/or dependent on the Executing Agency or the Implementing Agency or individuals related to them.

☐ We understand that any misrepresentations that knowingly or recklessly mislead, or attempt to mislead may lead to the automatic rejection of the proposal or cancellation of the contract, if awarded, and may result in further remedial action, in accordance with ADB's Anticorruption Policy.

14 November 2013

Terms of Reference

Technical Support for Restructuring and Upgradation of ITIs in Meghalaya, India

7.1 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 the capital of Meghalaya 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[6] in Meghalaya is 75.48% as per 2011 population census. Of that, male literacy stands at 77.17% while female literacy is at 73.78%.

- 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.

About the project: Supporting Human Capital Development in Meghalaya

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 outputs:

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[6]censusindia.gov.in/2011-prov-results/data.../**meghalaya**/2.%20highlighs.pdf

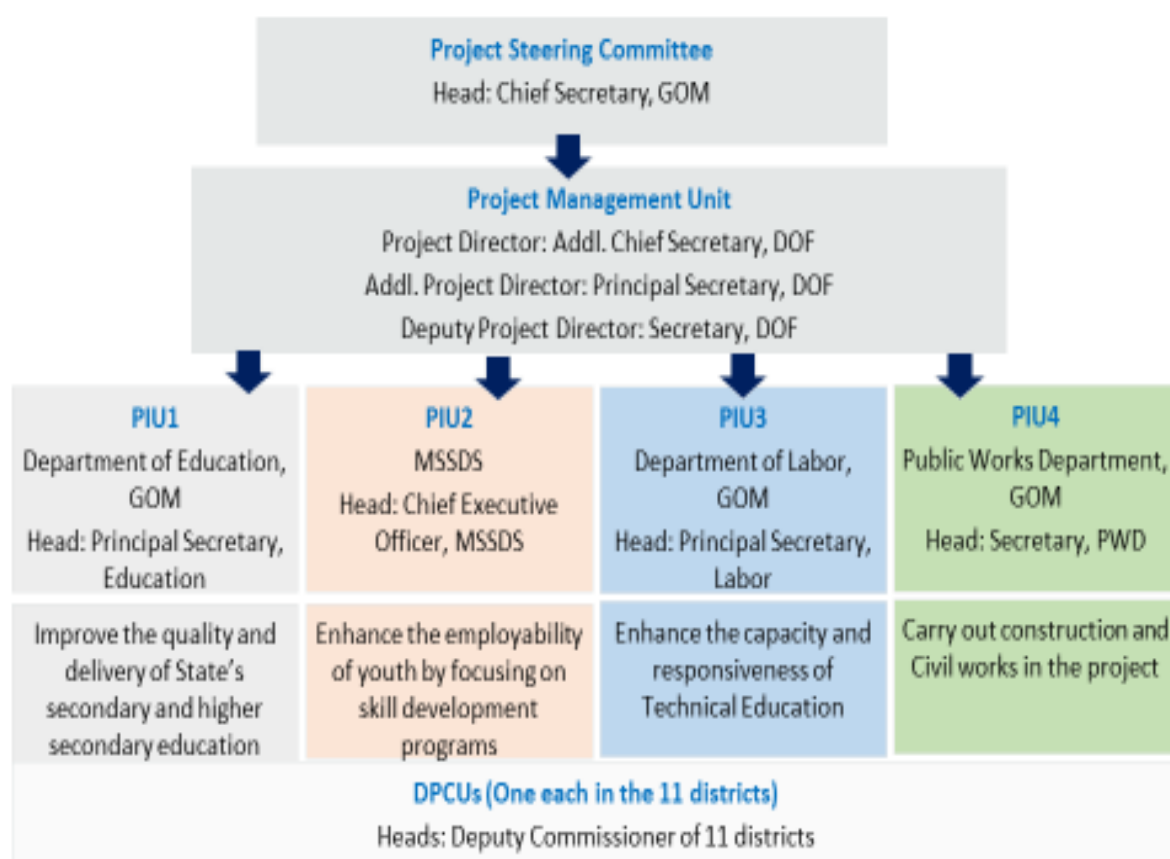|	
Output 1: Improved teaching and learning in government-aided SHS schools	• **117 SS and HS government-aided schools** upgraded to RMSA / national standards • Enrollment capacity increased by **3,200 students in grades 11 and 12** • **Six state-run Teacher Training Centers (TTCs)** upgraded to national standards to increase capacity to train primary and SHS school teachers • In-service training of **3,500 SHS teachers** covering all government-aided private schools (at least 50% women) • ICT-enabled teaching and learning pilot tested in 117 schools
Output 2: Increased capacity and responsiveness of technical and vocational education and training	• Training of 12,000 youth per annum or **60,000 over project period** (40% women trainees and 95% tribal trainees) conducted • Updating and improving courses and **delivery methods of ITIs; training of trainers**; upgrading of training equipment in selected Meghalaya's public and private nonprofit training organizations
Output 3: Increased awareness and participation	• At least **20,000 participants (50% women) in awareness building and mobilization campaigns** that address social, economic, and gender barriers to completing secondary education and accessing TVET programs.
Output 4: Improved project management and monitoring and evaluation	• Project implemented on time and within budget • Monitoring and evaluation system, with gender targets for education and skills development, in place by mid-2015.

The Department of Finance (DOF) is the Executing Agency (EA) for the project. The Department of Education (DOE), Meghalaya State Skill Development Society (MSSDS), Department of Labor (DOL) and Public Works Department (PWD) are the four Implementing Agencies (IA) for the project. The said four agencies and have been designated as Project Implementation Units i.e. PIU-1, PIU-2, PIU-3 and PIU-4 respectively.

The following schematic diagram illustrates the project organizational structure to give an overall understanding of the project

Project Steering Committee
Head: Chief Secretary, GOM

Project Management Unit
Project Director: Addl. Chief Secretary, DOF
Addl. Project Director: Principal Secretary, DOF
Deputy Project Director: Secretary, DOF

PIU1	PIU2	PIU3	PIU4
Department of Education, GOM	MSSDS	Department of Labor, GOM	Public Works Department, GOM
Head: Principal Secretary, Education	Head: Chief Executive Officer, MSSDS	Head: Principal Secretary, Labor	Head: Secretary, PWD
Improve the quality and delivery of State's secondary and higher secondary education	Enhance the employability of youth by focusing on skill development programs	Enhance the capacity and responsiveness of Technical Education	Carry out construction and Civil works in the project

DPCUs (One each in the 11 districts)
Heads: Deputy Commissioner of 11 districts

Besides this, the project includes 4 consulting firms for carrying out various functions for supporting GOM and ADB in implementing the project. The following table provides a snapshot of the role of the consulting firms in the project:

Entity / Role	Key Functions
Accenture Services Pvt. Ltd.	Project Management Consultant (PMC) for overall project coordination and monitoring support
LEA Associates	Design & Supervision Consultant (DSC) for designing and supervising civil works
British Council	Capacity Development Technical Assistant (CDTA) recruited through an attached Japanese Fund for Poverty Reduction (JFPR) technical assistance grant (JFPR TA 8468)
Aide-et-Action	Awareness and Mobilization Consultant (NGO)

The above background gives an overall structure of the project as well as various stakeholders involved in the project. It isexpected that the Institute for undertaking mentorship support for upgradation of ITIs will workout its approach and methodology in order to successfully implement 'This Engagement'.

7.2 *Objective(s) of the Assignment* : To provide Technical Support for Restructuring and Upgradation of ITIs in Meghalaya, India

This Engagement is one of the key components of the project under Output-2: Increased capacity and responsiveness of Technical and Vocational Education and Training (TVET).

Under the project aegis, the Department of Labour (DOL), Government of Meghalaya, proposes to establish an institutional tie-up with a reputed institution to provide mentorship and technical handholding support for fast tracking activities related to ITI upgradation. The Meghalaya Government aims to restructure and upgrade the technical training system in the State with focus on Industrial Training Institutes (ITIs). The objective is to modernize & restructure these institutions to provide employment (self & wage) oriented skill training to the youths who lack technical skills and qualifications.

There are in total 11 ITIs in the State, out which 10 are Government owned and will be the focus of this engagement. As part of this project, a competent Institution will be selected to undertake the restructuring and upgradation of ITI s. The selected Institution shall provide Technical Support for Restructuring and Upgradation of ITIs in Meghalaya and help Meghalaya become a leading State in North East region in skill development initiatives.

The Institution shall provide mentorship support for updating and improving the Technical and Vocational Education and Training (TVET) courses offered by Industrial Training Institutes (ITIs) to:

- align with industry needs
- support layouts of modern labs
- support in upgrading of equipment through tenderable equipment specifications for selected trades
- training of trainers & certifications
- upgrade curriculum
- depute experts for conducting courses
- conduct pilot courses for new sectors
- initiate industrial partnerships
- enhance employability of ITI pass outs through the concept of a Finishing School
- provide placement assistance to ITI pass outs.

7.3 *Broad Scope of Services, Tasks (Components) and Expected Deliverables Indicative Trades and it is*

The selected institution will provide approximately 12 Sector / Domain Experts with 110 person months of input.

The selected institution should have expertise in all the 12 (twelve) Domain / Sector or may have secondary tie-up(s) as a Joint Venture (JV). Any Secondary Tie-up will need prior approval of the DOL before award of Contract.

Indicative Trades and ITIs in Meghalaya are shown below:

S.No	Indicative Trades	ITIs
A	**State of the Art Trade Lab**	
1	CNC Operator & Programming	ITI Shillong & ITI Tura
2	Hair & Skin Care	ITI Women Shillong
3	Mechanic (MV)	ITI Tura, ITI Jowai & ITI Williamnagar
4	Dress Making	ITI (Women) Shillong & ITI Tura (in lieu of the deleted trade Radio & TV)
5	Electrical & Electronics	ITI Shillong & ITI Tura
B	**Existing Trades as per NCVT Norms**	
6	Electrician	ITI Shillong, ITI Tura & ITI Jowai
7	Draughtsman (Civil)	ITI Shillong & ITI Tura
8	Draughtsman (Mechanical)	ITI Tura
9	Preservation of Fruits & Vegetables	ITI Shillong, ITI Tura & ITI Jowai (New Trade)
10	Information Technology & Electronic System	ITI Shillong & ITI Tura
11	Plumber	ITI Shillong, ITI Tura, ITI Nongpoh, ITI Sohra & ITI Resubelpara
12	Carpentry	ITI Shillong, ITI Tura, ITI Nongstoin & ITI Baghmara (New Trade)
13	Stenography (English)	ITI Shillong, ITI Tura, ITI Jowai & ITI Williamnagar
14	Welder	ITI Shillong, ITI Tura, ITI Nongpoh & ITI Jowai
15	Fitter	ITI Shillong, ITI Tura
16	Wireman	ITI Shillong, ITI Nongstoin, ITI Nongpoh, ITI Williamnagar, ITI Sohra, ITI Resubelpara & ITI Baghmara
17	Surveyor	ITI Shillong, ITI Tura
18	Painter (General)	ITI Sohra, ITI Resubelpara
19	Masonry (Building Constructor)	ITI Sohra, ITI Williamnagar, ITI Jowai & ITI Baghmara, ITI Resubelpara
C	**New Trades as per NCVT Norms**	
20	Hospitality & Catering Assistant	ITI Women Shillong, ITI Tura (in lieu of the deleted trade Cane & Bamboo) & ITI Sohra
21	Weaving of Silk and Woolen Fabrics	ITI Williamnagar, ITI Women Shillong, ITI Baghmara
22	Horticulture	ITI Jowai, ITI Williamnagar
23	Floriculture & Landscaping	ITI Resubelpara
24	Videography (state-of-art lab)	ITI Shillong (in lieu of the deleted trade Cane & Bamboo)
25	Broadcast Journalism (state-of-art lab)	ITI Shillong (in lieu of the deleted trade Radio & TV)
26	IT/ITES	ITI Women Shillong

Duration: The assignment would be for a total period of 2 years. Post completion of 1 year, there will be a project review; basis the review observations on satisfactory performance, a call will be taken for renewing the contract.

Reporting Requirements: The institute would report to the Principal Secretary, Department of Labour, Government of Meghalaya

The detailed scope of work for the assignment is below:

(i) **Contextual survey:** A brief study to be conducted to get first hand overview of the current status and situation of ITIs in Meghalaya, equipment and lab availability, readiness of instructors and institutional heads for change, their knowledge levels and attitude, student profiling, their aspirations, goals and motivating factors and challenges in the system where mentorship would be a key; Identification of skilled manpower requirement of Industry in and around Meghalaya, industry linkages for placement etc.;

The outcome of this study plus the Needs Analysis report by British Council will help pave the way for effective solution.

(ii) **Curriculum and Learning Resource Development**: While the base curriculum derived from NCVT, (SSCs, where relevant) will be adhered to, the curriculum will be strengthened for relevance to current and emerging industry needs. The scope of the syllabus will not be confined to NCVT but will focus on competency based qualification which indicates a course is aligned to equivalent NSQF Level of NTC Qualifications. It should also incorporate emerging industry needs & skills sets.

Strengthening curriculum framework for new courses and upgradation of existing courses to meet emerging industry needs will be undertaken. Related learning resources- Trainee notes, faculty handbooks, sessions plans would be developed, preferably involving the Practice community in a workshop mode. Aspects of entrepreneurship and soft skills components will be added to all courses in the form of modules, which may preferably be threaded through the course.

Assignments with clear outcomes and mapping to core competencies will be developed and supplemented with projects, assignments, field trips, industry interface as feasible.

(iii) **NSQFAlignment:** Liaise with NCVT and NSDA foralignment from NCVT (NTC Qualification) to NSQF Level 4 and above.

(iv) **Equipment Specifications:** Prepare tenderable equipment specifications for selected trades.

(v) **Lab establishment:** Advise on establishing training laboratories at ITIs including lab layouts and equipment installation & commissioning.

(vi) **Deputation of experts for support on Course delivery**: Handhold ITIs in delivery of courses by providing experts for conducting courses along with existing ITI staff. This is to facilitate capacity development of existing ITI instructors;

(vii) **Assessment of students**: Assist ITI s in establishing robust learning evaluation methods around Competency based Assessment principles;

(viii) **Capacity development of Instructors & Institutional Heads:** The ITI instructors vary in their knowledge levels, experience and exposure to industry. A brief assessment of their current knowledge levels will be undertaken to assess the functional skills.

Based on this, Trade refresher trainings on existing curriculum, orientation to the new concepts added to the curriculum, hands on practice on essential equipment for the trade plus new equipment that has been procured will be required.

Besides domain training through Trade refreshers, emphasis and understanding of Instructional Pedagogy, Adult learning principles and Reflective teaching methodologies is important for ITI instructors. These components should be included within the training plan

It will be expected that the project does not treat training as one off events – but establishes a sustainable system for continual learning and upskilling by creating Master Trainers and Practice communities.

Management training will need to be conducted for Institutional Heads.

(ix) **Internal Certifications of ITI Instructors & Principals**: Certifications of all instructors and institutional heads will be undertaken post completion of training basis agreed rubrics with DECT.

(x) **Pilot courses:** Carry out Pilot courses with experienced *Consultant* faculty, specifically for new trades where in-house faculty is not available or has to be upskilled, where applicable. The classes maybe co-hosted to build in-house capacity.

(xi) **Industrial Connects:** Establishing industry networking and partnerships will be crucial for internships and student placements. The selected organization will provide support in establishing industry linkages for internships/ placements within and outside Meghalaya. These could be flexi MoUs/ LoIs etc. to help with student placements. Deeper interventions can be initiated where feasible with the help of GoM on equipment and resource sharing for training purposes.

(xii) **Finishing skills:** While the curriculum will support development of functional competencies in ITI students, typically it does not very strongly emphasize the need for imparting Life/Employability skills in students. This component is crucial for the students in getting and retaining a job in the first phase of placement and then for onward progression in their career.

To bridge this gap, short term Finishing Skill programs will be developed to make ITI students' workplace ready with special emphasis on Employability skills such as writing of CVs, interview preparation, workplace ethics & safety; Behavioral skills like interpersonal communication, positive attitude, motivation etc.

These training events will take place in Meghalaya ITIs.

(xiii) **Placement assistance:** Provide counseling and placement assistance to ITI pass outs post course completion.
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(xiv) **Arrange conferences**, workshops and industrial tours, job melas to showcase potential of trained candidates of Meghalaya. This should help in attracting employers to Meghalaya.

(xv) **Mentorship of ITIs:** The ITI s in Meghalaya are in different stages of evolution and operational effectiveness. Therefore it is required that for key areas, this institutional tie up will help enhance operational effectiveness. It will also help in establishing Quality management & Evaluation systems in a mentorship approach.

7.3.1   *Envisaged Training Needs for ITI Instructors and Institutional Heads*

Based on a Needs Analysis survey conducted done for ITIs, broad training needs/focus areas have been identified. The table below presents broad needs around which the selected Organization shall design training programs for in-service instructors and Institutional heads of ITI s.

Broad training needs for ITI instructors

Following are the broad training needs as identified during the Training Needs Analysis (TNA) conducted by the British Council project team (CDTA-BC). It is expected that the organization should design, develop and conduct training programs in order to fulfill the broad training needs mentioned in the table below and thus help to develop core competencies/attitudes in the participants for effective classroom teaching.

#	Indicative Training Areas – Instructors	Desired Core Competency/Attitude to be developed
	Generic Pedagogical Aspects	
1.	Ability to carry out effective classroom transactions. (key activities happening in a lesson – ranging from the ways and means to introduce/start lessons, presentation of concepts/activities, students participation/ activities using, teaching aids and evaluation)	Classroom management
2.	Principals of Teaching & Adult Learning	Classroom management
3.	Ability to plan and conduct effective individual, pair, pair/group-work within the classroom	
4.	Advance planning and preparation for class facilitation (Lesson planning, reference material)	Teaching strategy
5.	Emphasis on skilling/ practical sessions	
6.	Enhancement of the levels of motivation	Strategies to enhance motivation of Instructors and learners
7.	Development and effective use of teaching learning materials (including ICT)	Institutionalizing innovative practices
8.	Developing Professional Learning Communities (PLC) across ITI s	Collaborative working
	Functional Skills	
9.	Trade refreshers	
10.	Lesson plan Development	
11.	Integrating academic/ technical content with skill development	
12.	Demonstration skills	
13.	Competency based assessments	

#	Indicative Training Areas – Instructors	Desired Core Competency/Attitude to be developed
14.	IT Skills	

Broad training needs for Institutional Heads

The Institutional Heads are expected to provide academic support and guidance to the instructors in training and also to ensure that the instructors are able to practice what they have learnt or acquired in the training program. To ensure this, they should be exposed to a brief sensitization of the trainings given to instructors.

Besides this, the Institutional Heads need to play a leadership role in the school as well as support and guide their instructors also; hence, they should be trained on below mentioned aspects:

#	Indicative Training Areas- Institutional Heads	Desired Core Competency/Attitude to be developed
1.	Understanding implications of each of the instructor training inputs provided for overall instructional effectiveness	Academic Leadership skills
2.	Ability to monitor instructor's academic activities and provide support and guidance.	
4	Developing Professional Learning Communities (PLC) within ITI s	Self-Development (CPD) to include development of higher order thinking
5.	Institutional management	Managerial skills
6.	Team Management & Development	People management skills
7.	Youth Guidance and Development	People development and counselling skills
8.	Motivation & Performance Management	People development skills
9.	Initiatives on Industry Linkages and Placement	Industry orientation skills

Broad Training Plan

To ensure that trainings are not treated as one-off events, but as sustainable interconnected interventions a 3-phase Capacity Building Model is recommended.

Three-Phase Capacity Building Model

The model is based on the premise that 'one-off' training events are not as effective as an on-going developmental programme. The model has three phases – Phases 1 and 3 are face-to-face with an intervening 'Phase 2 which consists of distance work completed by the participants. Guidance and query resolution support through calls/mails/chats/skype etc will be available during this period.

The selected organization is free to adopt this model or suggest a better alternative.

Phases	Duration	Delivery Mode	Description
Phase 1 Year 1	2 weeks Intermittent	Workshop based face-to-face	In this phase, the participants undergo a development programme in workshop mode. Will consist of Trade specific Functional Training & Pedagogy skills
Phase 2	Ongoing	OJT	After the completion of Phase 1, the participants shall return to their respective workplaces. The participants then apply the knowledge & skills acquired during Phase 1 training while "on-the-job". During this phase, the participants shall undertake on-the-job activities of a predetermined number of hours
Phase 3 Year 2	2 weeks Intermittent	Workshop based face-to-face	After the completion of Phase 3, the participants return for face-to-face discussions of their on-the-job experience as well as take part in further learning. During this phase the participants will submit all the documents relating to the work they carried out during the phase 2 and get the feedback from the facilitators

To ensure that training is institutionalized and part of CPD, the training will be designed as deeper interventions with linked *action plans* and *follow up refreshers*. It will be advocated that evaluations are built in for all key milestones - trainees will undergo an assessment post the training, which will be evidence based.

An Instructor Certification process will be designed; Certifications for Instructors and institutional Heads will happen at the end of the training.

Assignments & Graded Projects will also be used as a form of continuous assessment especially during the OJT phase. Improvement *Action plans* are recommended, which would be built into *Developmental Plans*.

It is recommended that Training is followed by appointing *Master Trainers* within the system for each Trade who will help in cascading and sustaining the learnings through the system. Master Trainers for every trade can be identified from the existing ranks of instructors and their skills strengthened further through structured TOTs.

This can be worked out with DECT during planning phase.

The training for instructors and Institutional Heads should ideally be dispersed across locations for maximum exposure and learning. The training locations could be the Organization HQ, other affiliate institutes and Meghalaya ITI s.

The employability skills trainings/ orientation for instructors are recommended to be based at two centers in Meghalaya: ITI Shillong & ITI Tura, which can be treated/ developed as Teacher Training Centers (TTC) with a limited scope. DECT help will be taken in implementing this strategy.

As the audience is heterogeneous, a differential training strategy might be required to address this issues- this approach should be reflected in the initial Mentoring Plan that will be submitted as part of the Inception report.

7.3.2   Print and Non-Print Materials

Further, the selected organization shall develop the following print and non-print contents for the trainings. The intellectual property rights regarding all the print and non-print contents/Reference material/etc. shall remain with GOM.

Print	Reference reading materials / articles/ case studies, evaluation/feedback questionnaires
	Participant Notes to include Activity sheets (Individual, group, etc.)
	Essential reading materials
	Reflective diaries/ journals for recording notes during the training
	Trainer Notes, Assignments and Projects
Non-Print	Contents and other training materials in the form of CDs; DVDs; Videos; Animations; Graphics

7.3.3   Monitoring and Evaluation (M&E)

The selected organization is expected to develop a comprehensive mechanism of M & E for assuring the effectiveness of the entire project encompassing all components. In this regard, necessary questionnaires, assessment tools (online/ printed version), classroom observation formats, etc. may be developed in consultation with Project and GOM experts.

It is expected that the satisfaction scores of the majority of trainees after the completion of any training program and for any batch should be approximately 80% or above. In case this does not happen, the organization needs to review their training strategy on the basis of feedback from the participants and discussion with DECT and project consultants.

M&E should focus on Conceptual learning as well as application of learning in the workplace and systemic support on the same.

A project Design & Monitoring Framework (DMF) has been developed, which will be used as a measuring framework for the project. The key outcomes and performance indicators set for the assignment are added in the Annexure A

7.3.4   Number of Instructors and Institutional Heads to be trained & the geographical coverage

Following is the indicative break-down:

Type of participants with indicative numbers	Indicative Number
ITI Instructors across different trades, across ITI s in 11 districts of Meghalaya	100
Institutional Heads across ITI s in 11 districts of Meghalaya	15
Pilot & Counseling sessions with students across ITI s	Trade wise

(These are indicative numbers and there maybe 10 % variance)

7.3.5   Reporting Requirements and Time Schedule for Deliverables

The table below indicates the reporting requirements and time schedule. The organization is required to submit Quarterly Evaluation Reports (QER) of the completed activities to DECT. The organization shall design the template of the QER in consultation with DECT.

S. No	Indicative milestones to be achieved	Timeline in calendar days	Cumulative Time line in calendar days
1.	Signing of Contract	Day 1	Day 1
2.	Submission of draft Inception Report including: ⁻ Project mobilization Plan, ⁻ Placement of resources, ⁻ Activity implementation schedule, ⁻ Training plan, ⁻ M&E plan	20	21
3.	Contextual survey Report detailing field level observations and findings Lab layout specifications initiated Tenderable equipment specifications for identified trades initiated	20	41
4.	Design & development of draft curriculum, Learning resources, Projects/ Assignments, Course module development. Other activities as per negotiated TOR	60	101
5.	Pilot Trainings initiated for: - Instructors - Institutional Heads ⁻ Sessions for students ⁻ Completion of Lab layouts & Tenderable equipment specifications lists	25	126
6.	1st Quarterly Progress Report: ⁻ Status on roll out of Trainings for Instructors, Institutional Heads, ⁻ Pilot course initiation status ⁻ Plan for industry partnerships ⁻ Mentorship plan & impact expected ⁻ Survey report ⁻ Curriculum and learning resources status	1st quarterly progress report to be furnished with five activities.	126

7.	2nd Quarterly Progress Reports (within 7 days of end of quarter 2) ⁻ No of Industrial networking and partnership initiated. ⁻ Labs set up, Equipment Installation & Commissioning ⁻ Status of activities on Finishing skills ⁻ Other activities as per negotiated TOR	60	186
8.	3rd Quarterly Progress Reports (within 7 days of end of quarter 3) ⁻ Status of experts deputed for conducting courses ⁻ Number of TOTs conducted. ⁻ Number of training sessions conducted for students ⁻ Industrial networking and partnerships initiated ⁻ M& E activities initiated ⁻ Other activities as per negotiated TOR	90	276
9.	4th Quarterly Progress Reports (within 7 days of end of quarter 4) ⁻ M&E- Impact assessment for the project ⁻ Training impact on Instructors / Institutional Heads (Functional & Behavioral) ⁻ Number of Training of trainers ⁻ Industrial networking and partnership done/initiated ⁻ Finishing skills and placement assistance to ITI students who has been trained in quarter 3. ⁻ Placement counseling done ⁻ Pilot sessions conducted ⁻ Other activities as per negotiated TOR	90	366
10.	5th Quarterly Progress Reports (within 7 days of end of quarter 5) ⁻ Learnings from year 1. Mid-course corrections proposed, if any ⁻ Mentorship activities conducted and impact observed/expected ⁻ M&E- Impact assessment – Results for Year 1 ⁻ Training impact on Instructors / Institutional Heads (Functional & Behavioral) ⁻ Number of Training of trainers ⁻ Number of Industrial networking and partnerships initiated within and outside Meghalaya ⁻ Finishing skills and placement assistance to ITI	90	456

S. No	Indicative milestones to be achieved	Timeline in calendar days	Cumulative Time line in calendar days
	students who has been trained in quarter 3. ⁻ Number of trainings to students ⁻ Placement assistance status ⁻ CSS ratings from stakeholders ⁻ Other activities as per negotiated TOR		
11.	6th Quarterly Progress Reports (within 7 days of end of quarter 6) ⁻ Mentorship activities conducted ⁻ Finishing skills and placement assistance status ⁻ Number of Industrial networking and partnerships done within and outside Meghalaya ⁻ Feedback from Employers on placed students; o Corrective actions as required basis feedback	90	546
12.	7th Quarterly Progress Reports (within 7 days of end of quarter 7) ⁻ Finishing skills and placement assistance to ITI students who has been trained in quarter 6. ⁻ Mentorship activities conducted ⁻ M&E- Impact assessment of the project ⁻ Number of Industrial networking and partnerships done within and outside Meghalaya ⁻ Training closure plan and status	90	636
13.	Closure of Instructor trainings, Institutional Heads	44	680
14.	Internal certifications of Instructors and Institutional Heads	20	700
15.	Project Completion Reports ⁻ Finishing skills and placement assistance to ITI students who has been trained in quarter 6. ⁻ Number of trainings done for all intended stakeholders & Numbers certified ⁻ Impact assessments	20	To the end of the project.

7.4 Approval process of the Deliverables

The selected organization shall submit various deliverables such as reports, training design and content, assessment tools, etc. to a designated Task Team comprising representatives/heads from GoM, consulting partners, etc. for approval. The Task Team shall deliberate on the deliverables submitted by the organization and provide suggestions/feedback/comments within 14 days. The organization shall appropriately

incorporate such suggestions/feedback/ comments in to the deliverable and submit the same for approval.

7.5 Team composition and qualification

It envisaged the following group experts as mentioned in the table below would be required for executing the project smoothly.

The selected organization should ensure the availability of training experts as per agreed training plan. For Trade instructors, the numbers may vary depending on the qualifications and experience of the experts as they may be able to train for multiple trades under one domain.

From the list of m experts, the organization could rotate experts for different centers, different training days and training sessions as required.

1. **Team Composition &Qualification Requirements for the Key Experts (and any other requirements which will be used for evaluating the Key Experts under Data Sheet 21.1 of the ITC)**

Nature of Experts	Number of persons	Number of Person Month	Qualification	Experience	Indicative TOR for the Key Experts
Key National Experts					**Total 110 Person months**
Team Lead& ITI reform Expert	1	24	Master Degree/Ph.D in technical field	Minimum of 15 years professional experience including working on projects with international funding agencies and ITIs.	• Lead project implementation and oversee all technical and managerial decisions related to delivery including M&E systems, capacity building, and stakeholder management; • Act as technical expert on sectoral trainings, including collaboration with business and industry in support of labor market needs; • Provide technical guidance in relevant program areas; • Serve as key expert in delivering Management trainings for Institutional Heads • Ensure quality oversight of all products and services provided by the program. • Evaluate the impact of training, the efficacy of the Training programs, Training methodologies in use, on an ongoing basis. • Set up a certification process for instructors and institutional heads • Produce professional program/project reporting documentation including experience monitoring, submitting and analyzing budgets program/project KPIs, effectiveness and efficiency indicators; • Liaise with DECT on project implementation and periodically assess project progress. Take mid-course corrective action as required.

Nature of Experts	Number of persons	Number of Person Month	Qualification	Experience	Indicative TOR for the Key Experts
Sector /Domain experts	6 (Sector details given below)	48 (8 person-months each) (Man-days to be distributed between experts. Average estimate is minimum 1 pm for existing trade refreshers including OJT and remedial sessions) For new trades/ Pilot course conductions, it would be more)	Minimum B.Tech. / BE	10 + years with good industry exposure ⁻ experience in vocational education and training delivery ⁻ Professional fluency in English, ⁻ curriculum development and writing skills	• Serve as a SME for the assigned sector/domain as part of a multi-member team tasked with training ITI instructors • Carry out audience profiling studies and assess the current knowledge levels of the participants. • Provide inputs and update the curriculum basis the emerging needs of the industry and not limited to the NCVT/SSC syllabus. • Develop custom training modules & learning resources for the Instructors for the new areas identified based on contemporary learner-centered, reflective practice methodologies. • Design projects and assignments mapping to the competencies to be achieved. • Liaise with DECT and Project Consultants to discuss the training programme and finalize content • Develop ICT-based teaching methods that can be used for improving the effectiveness of teaching and learning in both training programmes and in ITI classes. • Design and develop training session plans, customized to the needs of the participants • Conduct and facilitate on-site sessions based on the agreed training plan, off-line discussions as well as any assignments/projects • Help participants in query resolution • Prepare reports on the training programme conducted based on the agreed templates

Nature of Experts	Number of persons	Number of Person Month	Qualification	Experience	Indicative TOR for the Key Experts
					• Use a variety of teaching & learning aids including audio visual material like videos, Ppts, animations, graphics – developed personally or sourced from freeware sources from the net or industry. • Conduct Pilot sessions/ classes/courses in consultation with DECT • Conduct assessments and evaluation of each participant and prepare a Developmental Action Plan in agreement with DECT • Incorporate OJT components in the training • Act as a coach and mentor for development of the participants
Baseline Assessment Specialist	1	2	He / She will possess relevant university degree in social sciences, or equivalent.	Previous experience of minimum 10 years in conducting baseline assessments, proven skills in data analysis and statistics, proven ability to design and develop data bases and excellent communication & report writing skills in English.	The Baseline Assessment Specialist will: • Develop a survey design required for undertaking a baseline survey for the ITIs. This will include reviewing the program logic, theory of change, and existing monitoring and evaluation frameworks, making recommendations on adjustment of indicators as necessary and determining the appropriate sampling methodology. The proposed study design must have sufficient rigor for ensuring the information reported is within the 95% confidence levels; • Develop the necessary survey questionnaires and focus group discussion and key informant interview methodology in consultation with the Department of Labour, Government of Meghalaya. A sufficient pre-testing regime will be required to verify that the questionnaire is suitable for generating the information required;

Nature of Experts	Number of persons	Number of Person Month	Qualification	Experience	Indicative TOR for the Key Experts

				Experience of working in India, and in states similar to Meghalaya will be preferred.	• Conduct and oversee survey implementation;
					• Develop an appropriate database and undertake analysis of the data generated;
					• Provide statistically significant information regarding the outlined indicators;
					• Provide recommendations for future data collection and evaluation.
					• Key Deliverables – The baseline specialist should produce two major outputs:
					  ○ A finalized model for the baseline survey indicating the sampling regime for the proposed study areas - a tested questionnaire, a database and a proposed timeline for undertaking the study
					  ○ A final report including the below required information:
					    ✓ An executive summary;
					    ✓ An overview of the applied methodology;
					    ✓ An overview of quantitative/qualitative data collected and analyzed;
					    ✓ Specific findings as they relate to the specific objectives of the program.

Capacity Development and Institutional Strengthening Specialists	1	12 months)	The Specialist will hold relevant qualifications at the Masters level in an area	He / She will have 10 years of relevant experience in the professional development of trainers/instructors	The Capacity Development and Institutional Strengthening Specialist will: • Work closely with Team Leader and ITI Reforms Expert to undertake capacity development assessment for ITIs in relevant areas. • Coordinate, manage and provide guidance to agreed-upon capacity building programs.

Nature of Experts	Number of persons	Number of Person Month	Qualification	Experience	Indicative TOR for the Key Experts
			such as social sciences, community development, organizational strengthening etc.	, heads of institutions, and administrative staff, plus a strong background in the development of teaching / learning resources. Experience of working in India, and in states similar to Meghalaya will be preferred	• Prepare designs for the conduct of training programs, workshops, seminars and on-the-job trainings, as needed, in accordance with the capacity development plan. • Develop generic and specific educational management training programs based on the findings from the needs assessment to address common and unique management training needs of institutions in areas such as, continuous quality improvement, performance management, data aided management, etc. • Assess how the training equipment of the ITIs of Meghalaya need to be upgraded in line with the type and quality of training required by the market. Prepare a detailed report for the information of PIU3 and the PSC. • Assess how the curriculum and training programs for the instructors needs to be strengthened and updated in line with the upgraded equipment. • Work with trainers, and instructors to upgrade their knowledge and teaching skills in: competency-based education and training, holistic assessment, assessing competency and knowledge gaps, setting learning goals, developing learning processes, contemporary pedagogy and adult learning techniques and measuring learning outcomes, gender and social equity sensitivity, learning resource development, curriculum writing and managing industry and professional partnerships. • Prepare a performance monitoring plan for ongoing professional development of ITI staff. • Work with the Department of Labour to develop, and make

Nature of Experts	Number of persons	Number of Person Month	Qualification	Experience	Indicative TOR for the Key Experts
					financial provision for the progressive implementation of a state professional development plan for all ITI trainers/ instructors, managers/administrators, and career guidance counsellors. • Identify requirements and assist in the design of programs to develop professionalism and improve the soft skills of trainers and administrators such as negotiating skills, personality building, and leadership qualities. • Perform other tasks as may reasonably be required of the Specialists by the Project or requested by the implementing agency.
Non key expert Research Analysts/Young Professionals	1	24months	Graduation	3-5 years or more	Assist in office duties for the project ⁻ Maintaining files & accounts ⁻ Basic office coordination & follow up activities ⁻ Maintaining records ⁻ Other support activities as required ⁻ Perform other tasks as may reasonably be required of the Specialists by the Project or requested by the implementing agency. ⁻ Support Key experts as and when required.

2. *Client's Input and Counterpart Personnel*
 (a) *Services, facilities and property to be made available to the Consultant by the Client:*

   The Client will facilitate interaction and exchange of information between the Consultant and the ITIs and the other stakeholders. Client will appoint one Person – In Charge (PIC) as point of verification and interaction with the Consultant. *Additionally, a communication plan with escalation matrix will be provided*

 (b) *Professional and support counterpart personnel to be assigned by the Client to the Consultant's team:*

   PIU 3 will appoint a Nodal officer who will be in charge of all communication and will be the touch point for the organization. Additionally, a Task Team will be formed as core work group to help speed up work.

Referred from Design and Monitoring Framework (DMF) Department of Labour (PIU 3)

Output 1: Improved Capacity Utilization of TVET in Meghalaya and trades/courses aligned to national standards
 	
1.1 Introduction of new market aligned trades as well as existing trades identified for upgradation as per skills gap analysis/stakeholder consultations/workshops
 	
1.2 Design, development and introduction of holistic and comprehensive curriculum/syllabus and course material for newly introduced trades aligned to revised NCVT standards to usher outcome/competency based learning
 	
1.3 Upgradation and strengthening of curriculum/syllabus and course material of select existing trades aligned to revised NCVT standards to usher outcome/competency based learning
 	
1.4 Ensure that NCVT aligned curriculum/syllabus and course materials developed under the project or otherwise are aligned/complied to the appropriate level descriptors of NSQF as has been decided by NSDA/NSQC.
	Output 1: Improved Capacity Utilization of TVET in Meghalaya and trades/courses aligned to national standards
	
	Intermediate Performance Indicators
	
	  a) 7 (seven) 'state-of-the-art' new market aligned trades, Introduction on 7 (seven) New Trades and upgradation of 12 existing trades in 10 (ten) ITIs.
	
	  b) Curriculum/syllabus and course material/text books developed/revised/strengthened for new/upgraded trades
	
	  c) New CTS course introduced and initiated NCVT affiliation (after completion of infrastructure, equipment purchase, creation and filling up of instructor position)
	
	Identified CTS-NCVT courses are aligned to NSQF (*Level 4 and above*)

Output 2: Quality and delivery of TVET Training Improved 2.1 Upgradation of basic infrastructure and equipment in select ITIs/trades based on NCVT syllabus 2.1.1 Establishment of trade specific laboratory for newly introduced and upgraded trades Activities relating to Upgradation of Basic Infrastructure... 2.1.2 Preparation of a list of trade specific equipment and their specification to be procured for newly introduced and upgraded trades in select it is	**Output 2: Quality & delivery of TVET Training Improved** a) Trade specific laboratory for newly introduced and upgraded trades constructed and made operational as per technical specification as per GoI or any other quality specification. Equipment's for new and upgraded trades procured and made operational as per NCVT norms but not confined to this alone. (NCVT++)

Output 2: Quality and delivery of TVET Training Improved 2.2 Conducting ToT, Principals Training and Master trainers 2.2.1 Prepare guidelines for conducting training of trainers/instructors (ToT) in instructional pedagogy and domain knowledge (basic, refreshed and advanced modules) 2.2.2 Prepare guidelines for conducting capacity development training for ITI principals. 2.2.3 Prepare guidelines for engaging a pool of master trainers	**Output 2: Quality & delivery of TVET Training Improved** a) All ITI Instructors trained b) All ITI Principals/ VPs trained A pool of master trainers prepared
Output 2: Quality and delivery of TVET Training Improved 2.3 Enhancing Exposure of Principals and Instructors to Modern Training Delivery Methods 2.3.2 ICT teaching and training aids list and technical specifications prepared in ITIs	**Output 2: Quality & delivery of TVET Training Improved** ICT enabled teaching and training aids operationalized in all ITIs as per the national standards and benchmarks
Output 3: Improved Market Responsiveness of TVET Training 3.1.1 Design, develop and integrate soft skills and industry specific technical skills modules into all trades to make ITI pass outs industry ready 3.1.3 Design, develop and integrate entrepreneurial skills module into all ITI trades to enhance livelihood opportunities of graduates 3.1.4 Forging ITI -Industry/Sector linkage by signing MOUs with individual industries/ industry associations/chamber of commerce/ sector skills councils	**Output 3: Improved Market Responsiveness of TVET Training** a) Soft skills, industry specific technical skills and entrepreneurial skills modules prepared and integrated with the trade specific course materials At least **7 (**seven) MoUs signed between ITI and individual industries / industry associations/chamber of commerce/ sector skills councils

Evaluation & Qualifying Criteria only for EOI shortlisting of service provider.

The agency has to provide following document:

a) If Joint Venture (JV), certified copy of the Joint Venture Agreement.
b) Certified copy of the incorporation/constitution documents.
c) Audited financial statements for FY 2012-13, 2013-2014 and 2014-15.
d) Firm's history (yrs. of similar exp.),
e) Documents supporting the experience and qualifying Criteria.
f) CV of proposed Key personnel for this project as per the TOR.

The minimum qualification criteria is

a) A Firm & Country of Incorporation. (if JV, mention lead partner) should have been operational continuously anywhere in India for the last ten(10) years
b) SERVICE PROVIDER should have own well established infrastructure consisting well equipped Labs and conference halls for training that are operational for the last five (5) years preceding the date of submission of its EOI
c) SERVICE PROVIDER should not have been barred or blacklisted by any relevant entity as defined in section VI 'eligible entities to participate'
d) SERVICE PROVIDER should have a track record of having successfully completed the training of at least 10000 during the last three (3) years preceding the date of submission of its EOI,
e) Average turnover of Rs 5 crore for last three years. FY 2012-13, 2013-2014 and 2014-15.

Ranking Criteria:-

	Proposed criteria	Proposed sub criteria	Bifurcated Marks	Marks Proposed
1.Management Competence				**270**
1.a	Quality Control and Assurance	Clearly defined quality management practices & processes	20	50
		- Designated quality auditor in place		
		- Well defined processes/SOP in place		
		- Quality Assurance framework in place		
		ISO certification	20	
		Complaints redressal policies	10	
1.b	Project Management Coordination	Partnerships with identified sector specific leading training organizations in India	40	70
		Strategies for retention of proposed key experts and back up plans in case of replacement.	30	

1.c	Key aspects of the approach:			150
	Approach towards handling the assignment	Is aligned to project objectives	15	
		Provides clarity on how the outcomes will be achieved	15	
		Addresses all components of SoW	15	
		Provides satisfactory and feasible solutions on handling constraints	15	
		Reveals a good understanding of risks and proposes risk mitigation strategies	15	
		Reflects understanding of the niche requirements of the region	20	
		Methodology outlined is practical and do-able	15	
		Proposes viable model/s to ensure expected results	25	
		Is clear & concise	15	
2. Technical Competence				**400**
2.a	Firm's specialization vis à vis the sectoral focus of the assignment	Expertise & experience in all spheres of Skill Development activities from Market survey to lab establishment to capacity development of trainers and putting quality systems in place for continuous improvements:		135
		Expertise in all 12 sectors – 100%	40	
		Expertise in 9 to11 sectors – 80%		
		Expertise in 6 to 8 – 60%		
		Expertise in 4 to 5 sectors – 40%		
		Expertise in below 4 sectors – 0%		
		Lab establishment	20	
		Sustainable Capacity development interventions for ITI s/Technical institutes	20	
		Base in market for placement assistance	20	
		Capacity building and training of trainers of principals and other faculty members	20	
		Exposure to international best practices in setting up and managing technical institutes/ centres	15	
2.b	Firm's experience vis à vis the assignment's TOR Number of similar projects undertaken where firm as lead partner	Years of Experience Above 15 years – 100% 13 to 15 years – 80% 10 to 12 years – 60%	25	225
		Training need analysis , base line survey, detailed project reports and similar studies around it is	25	

		Experience of development of industry endorsed curriculum and instructional material in skill development	25	
		Experience of framing of specifications of equipment required in related sectors	25	
		Strong placement wing and good industry connect	25	
		Total number of student trained till date [minimum 10000 (ten thousand) persons]	25	
		Experience of working with government	25	
		Experience of mentorship of at least 5 technical institutes	25	
		Experience in delivering NSQF aligned courses	25	
2.c	Number of similar projects undertaken where firm as JV partner or sub-consultant and over all suitable for the assignment.	The firm is overall suitable for the assignment. OR In case the firm has worked as JV		40
3. CV of Key expert for evaluation				**250**
3.a	CV of Team Leader proposed expert	Qualification – 20 Experience – 25 Regional Experience – 5		50
3.b	6CVs of Sector / Domain experts	Qualification – 5 Experience – 10 Regional Experience – 5		25X6 = 150
3.c	CV of Baseline Assessment Specialist	Qualification – 5 Experience – 10 Regional Experience – 5		20
3.d	CVs of Capacity Development and Institutional Strengthening Specialists	Qualification – 10 Experience – 15 Regional Experience – 5		30
4. Geographic Competence				**80**
3.a	Firm's country experience	Experience and good track record of managing and implementing projects in India		50
3.b	Firm's regional experience	Experience and good track record of skill training projects in North Eastern States		20
3.c	Permanent presence / local office	Presence in Shillong		10
		TOTAL MARKS		**1000**