

AGREEMENT No. 78WB of 2017-18.

Name of Work : Hiring of an Agency to support School management Committee (SMC) training

*Certified Copy*

Name of Agency : CfBT Education Services  
10-3-300, NRI House , Humayun nagar , Hyderabad -5000028

Date of Commencement :

Time of completion :

Contract Price : Rs 32,87,500/-

Performance Security :

**Chief Consultant (Technical)**  
**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

This **CONTRACT** (hereinafter called the "Contract") is made the <sup>24<sup>th</sup></sup> ~~19<sup>th</sup>~~ day of the Month of June, 2017 between Bihar State Educational Infrastructure Development Corporation Ltd., Bihar Rastrabhasa Parishad Parisar, Shiksha Bhawan, Saidpur, Patna-800004, on the one hand (hereinafter called the Client/Employer) and on the other hand CfBT Education Services 10-3-300, NRI House , Humayun nagar , Hyderabad -5000028 (hereinafter called the Consultant)

~~19-6-2017~~  
**Chief Consultant (Technical)**  
**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

*with signature*  
*19/6/17*

**Whereas**

- a. the Consultants, having represented to the client that they have the required professional skills, personnel and technical resources, have agreed to provide the services on the terms and conditions set forth in this Contract Agreement.

**Now therefore the parties hereto hereby agree as follows:**

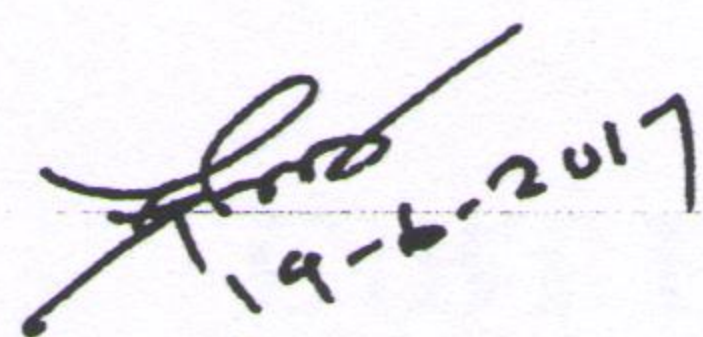
**1.0.1** The following documents attached hereto shall be deemed to form an integral part of this contract:

- a. The Terms of Reference (hereinafter called TOR)  
 b. The General Conditions of Contract (hereinafter called GCC)  
 c. The Special Conditions of Contract (hereinafter called SCC)  
 d. Annexures  
 e. NIT/Corrigendums

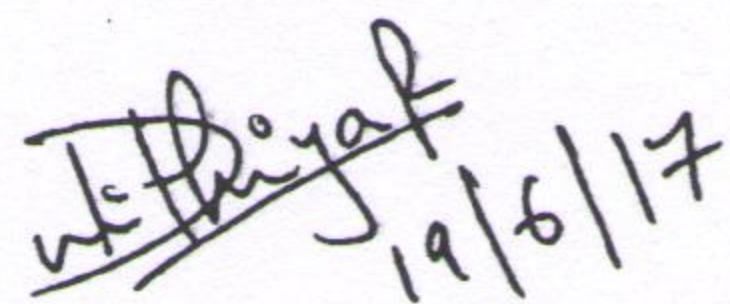
**2.1.1** The mutual rights and obligations of the Client and the Consultants shall be as set forth in the contract in particular:

- a. The Consultants shall carry out the services in accordance with the provisions of the contract: and  
 b. The Client shall make payments to the Consultants in accordance with the provisions of the contract.

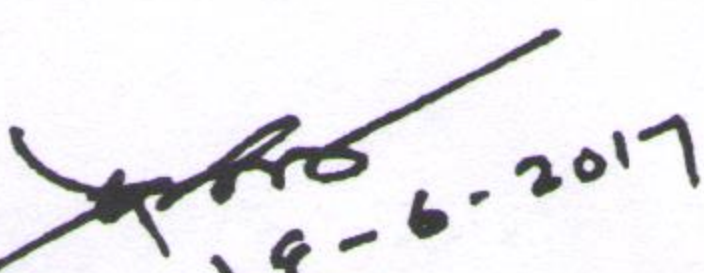
In witness whereof, the parties hereto have caused this contract to be signed in their respective names as of the day and year first above written

  
19-6-2017

**FOR AND ON BEHALF OF  
(CLIENT)**

  
19/6/17

**FOR AND ON BEHALF OF  
(CONSULTANT)**

  
19-6-2017  
**Chief Consultant (Technical)**  
**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

**CONTRACT FOR CONSULTANT'S SERVICES**  
**Small Assignments – Lump-Sum Payments**

Project Name: Enhancing Teacher effectiveness in Bihar operation  
No. 5578-IN

Contract No. \_\_\_\_\_

between

\_\_\_\_\_  
**Bihar State Educational Infrastructure  
Development Corporation Ltd**

and

**CfBT Education Services**

Dated: 19<sup>th</sup> June, 2017

*With Bihar*  
*19/6/17*

*[Signature]*  
*19-6-2017*  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

**CONTRACT FOR CONSULTING SERVICES  
SMALL ASSIGNMENTS, LUMP-SUM PAYMENTS  
(IBRD/IDA FINANCED)**

**CONTRACT**

THIS CONTRACT ("Contract") is entered into this *19th day of month of June 2017*, by and between *Bihar State Educational Infrastructure Development Corporation Ltd* ("the Client") having its principal place of business at *Acharya Shivpujan Sahay Path, Bihar Rashtrabhasha Parishad Campus, Shiksha Bhawan, Saidpur, Patna-800004*, and *CfBT Education Services* ("the Consultant") having its principal office located at *10-3-300, NRI House, Humayun Nagar, Hyderabad- 500028*

WHEREAS, the Client wishes to have the Consultant perform the services hereinafter referred to, and

WHEREAS, the Consultant is willing to perform these services,

NOW THEREFORE THE PARTIES hereby agree as follows:

- 1. Services**
- (i) The Consultant shall perform the services specified in Annex A, "Terms of Reference and Scope of Services," which is made an integral part of this Contract ("the Services").
  - (ii) The Consultant shall provide the personnel listed in Annex B, "Consultant's Personnel," to perform the Services.
  - (iii) The Consultant shall submit to the Client the reports in the form and within the time periods specified in Annex C, "Consultant's Reporting Obligations."

- 2. Term**
- The Consultant shall perform the Services during the period commencing *3<sup>rd</sup> of July 2017* and continuing through *31<sup>st</sup> of August 2017*, or any other period as may be subsequently agreed by the parties in writing.

- 3. Payment**
- A. Ceiling

For Services rendered pursuant to Annex A, the Client shall pay the Consultant an amount not to exceed Rupees *Thirty two lakhs Eighty seven thousand and five hundred only*. This amount has been established based on the understanding that it includes all of the Consultant's costs and profits as well as any tax obligation that may be imposed on the Consultant.

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*19/6/17*

*[Signature]*  
*19-6-2017*  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

**B. Schedule of Payments**

The schedule of payments is specified below:<sup>1</sup>

(15%) Fifteen Percent on the acceptance of the Inception Report,  
and

(30%) Thirty Percent on the acceptance of the Draft Final Report  
and

(45%) Forty Five Percent on the acceptance of the Final Report,  
and

(10%) Ten Percent on the Satisfactory completion of this  
consultancy.

Total Thirty Two Lakhs eighty seven thousand and five hundred  
Indian Rupees (INR).

**C. Payment Conditions**

Payment shall be made in Indian Rupees, no later than 30 days  
following submission by the Consultant of invoices in duplicate to  
the Coordinator designated in paragraph 4.

**4. Project  
Administration****A. Coordinator.**

The Client designates Mr. *Brajesh Prasad* as Client's Coordinator;  
the Coordinator will be responsible for the coordination of  
activities under this Contract, for acceptance and approval of the  
reports and of other deliverables by the Client and for receiving and  
approving invoices for the payment.

**B. Reports.**

The reports listed in Annex C, "Consultant's Reporting  
Obligations," shall be submitted in the course of the assignment,  
and will constitute the basis for the payments to be made under  
paragraph 3.

**5. Performance  
Standards**

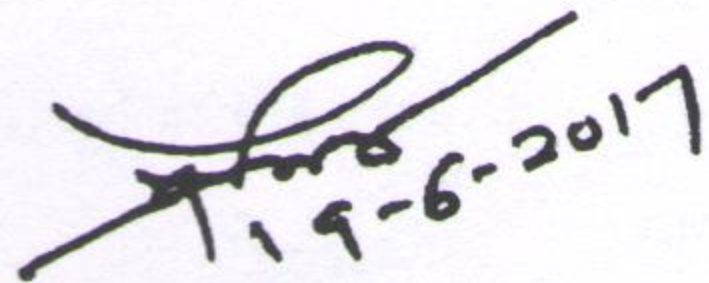
The Consultant undertakes to perform the Services with the highest  
standards of professional and ethical competence and integrity. The  
Consultant shall promptly replace any employees assigned under this  
Contract that the Client considers unsatisfactory.

**6. Confidentiality**

The Consultants shall not, during the term of this Contract and within two  
years after its expiration, disclose any proprietary or confidential  
information relating to the Services, this Contract or the Client's business  
or operations without the prior written consent of the Client.

<sup>1</sup> Modify, in order to reflect the output required, as described in Annex C.

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19/6/17

  
**Chief Consultant (Technical)**  
**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

7. **Ownership of Material** Any studies reports or other material, graphic, software or otherwise, prepared by the Consultant for the Client under the Contract shall belong to and remain the property of the Client. The Consultant may retain a copy of such documents and software.<sup>2</sup>
8. **Consultant Not to be Engaged in Certain Activities** The Consultant agrees that, during the term of this Contract and after its termination, the Consultant and any entity affiliated with the Consultant, shall be disqualified from providing goods, works or services (other than the Services and any continuation thereof) for any project resulting from or closely related to the Services.
9. **Insurance** The Consultant will be responsible for taking out any appropriate insurance coverage.
10. **Assignment** The Consultant shall not assign this Contract or sub-contract any portion of it without the Client's prior written consent.
11. **Law Governing Contract and Language** The Contract shall be governed by the laws of the Republic of India, and the language of the Contract shall be *English*.
12. **Dispute Resolution** Any dispute arising out of the Contract, which cannot be amicably settled between the parties, shall be referred to adjudication/arbitration in accordance with the laws of the Client's country.
13. **Bank's Policy Corrupt and Fraudulent Practices** It is the Bank's policy to require that Borrowers (including beneficiaries of Bank loans), consultants, and their agents (whether declared or not), sub-contractors, sub-consultants, service providers, or suppliers, and any personnel thereof, observe the highest standard of ethics during the selection and execution of Bank-financed contracts [footnote: In this context, any action taken by a consultant or any of its personnel, or its agents, or its sub-consultants, sub-contractors, services providers, suppliers, and/or their employees, to influence the selection process or contract execution for undue advantage is improper.]. In pursuance of this policy, the Bank:
- (a) defines, for the purposes of this provision, the terms set forth below as follows:
- (i) "corrupt practice" is the offering, giving, receiving, or soliciting, directly or indirectly, of anything of value to influence improperly the actions of another party ;
- (ii) "fraudulent practice" is any act or omission, including misrepresentation, that knowingly or recklessly misleads, or attempts to

<sup>2</sup> Restrictions about the future use of these documents and software, if any, shall be specified at the end of paragraph 7.

*W. S. J. R.*  
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*19-6-2017*  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

mislead, a party to obtain financial or other benefit or to avoid an obligation ;

(iii) “collusive practices” is an arrangement between two or more parties designed to achieve an improper purpose, including to influence improperly the actions of another party ;

(iv) “coercive practices” is impairing or harming, or threatening to impair or harm, directly or indirectly, any party or the property of the party to influence improperly the actions of a party ;

(v) “obstructive practice” is

(aa) deliberately destroying, falsifying, altering, or concealing of evidence material to the investigation or making false statements to investigators in order to materially impede a Bank investigation into allegations of a corrupt, fraudulent, coercive, or collusive practice; and/or threatening, harassing, or intimidating any party to prevent it from disclosing its knowledge of matters relevant to the investigation or from pursuing the investigation, or

(bb) acts intended to materially impede the exercise of the Bank’s inspection and audit rights;

(b) will reject a proposal for award if it determines that the consultant recommended for award or any of its personnel, or its agents, or its sub-consultants, sub-contractors, services providers, suppliers, and/or their employees, has, directly or indirectly, engaged in corrupt, fraudulent, collusive, coercive, or obstructive practices in competing for the contract in question;

(c) will declare misprocurement and cancel the portion of the Loan allocated to a contract if it determines at any time that representatives of the Borrower or of a recipient of any part of the proceeds of the Loan were engaged in corrupt, fraudulent, collusive, coercive, or obstructive practices during the selection process or the implementation of the contract in question, without the Borrower having taken timely and appropriate action satisfactory to the Bank to address such practices when they occur, including by failing to inform the Bank in a timely manner they knew of the practices

(d) will sanction a firm or an individual at any time, in accordance with prevailing Bank’s sanctions procedures<sup>1</sup>, including by publicly declaring such firm or an ineligible, either indefinitely or for a stated period of time: (i) to be awarded a Bank-financed contract, and (ii) to

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Development Corporation Ltd., Patna

be a nominated sub-consultant, supplier, or service provider of an otherwise eligible firm being awarded a Bank-financed contract.

<sup>1</sup> For the purpose of this sub-paragraph, “another party” refers to a public official acting in relation to the selection process or contract execution. In this context “public official” includes World Bank staff and employees of other organizations taking or reviewing selection decisions.

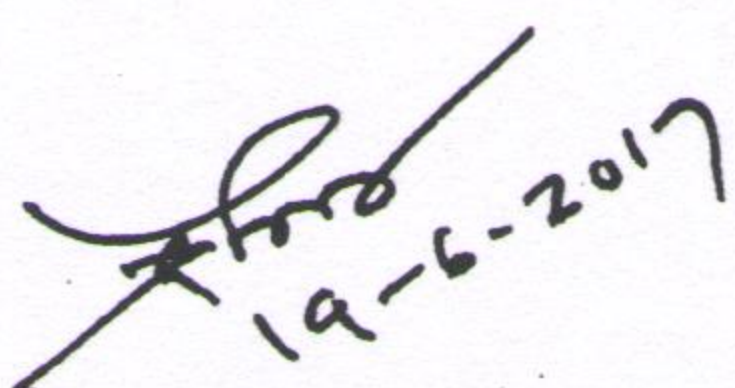
<sup>2</sup> For the purpose of this sub-paragraph, “party” refers to a public official; the terms “benefit” and “obligation” relate to the selection process or contract execution; and the “act or omission” is intended to influence the selection process or contract execution.

<sup>3</sup> For the purpose of this sub-paragraph, “parties” refers to participants in the procurement or selection process (including public officials) attempting either themselves, or through another person or entity not participating in the procurement or selection process, to simulate competition or to establish prices at artificial, non-competitive levels, or are privy to each other’s bid prices or other conditions.

<sup>4</sup> For the purpose of this sub-paragraph, “party” refers to a participant in the selection process or contract execution.

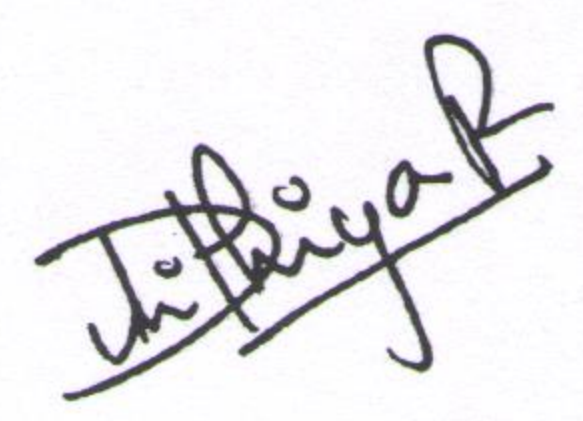
<sup>5</sup> A firm or an individual may be declared ineligible to be awarded a Bank-financed contract upon (i) completion of the Bank’s sanctions proceedings as per its sanctions procedures, including inter alia: cross-debarment as agreed with other International Financial Institutions, including Multilateral Development Banks, and through the application of the World Bank Group corporate administrative procurement sanctions procedures for fraud and corruption; and (ii) as a result of temporary suspension or early temporary suspension in connection with an ongoing sanctions proceedings. See footnote 12 and paragraph 8 of Appendix 1 of these Guidelines.

<sup>6</sup> A nominated sub-consultant, supplier, or service provider is one which has been either (i) included by the consultant in its proposal because it brings specific and critical experience and know-how that are accounted for in the technical evaluation of the consultant’s proposal for the particular services; or (ii) appointed by the Borrower.

  
19-6-2017  
FOR THE CLIENT  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna  
Signed by Brajesh Prasad

Title: Chief Consultant (Technical)

FOR THE CONSULTANT

  
Signed by Dwithiya Raghavan

Title: Technical Support Consultant



LIST OF ANNEXES

- Annex A: Terms of Reference and Scope of Services
- Annex B: Consultant's Personnel
- Annex C: Consultant's Reporting Obligations

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*19-6-2017*

**Chief Consultant (Technical)**  
**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

## Annex A: Terms of Reference and Scope of Services

The Terms of Reference should include the following:

### 1. Background:

#### 1.1 The Education Context

Recent years have seen a vast drive towards achieving Universal Primary Education (UPE) as a core constituent for economic growth, a factor reflected in both the MDGs (target 2) and national commitments under the Dakar Framework for Education For All. Yet, lack of access to high-quality educational provision, results in continuing high levels of marginalization, leading to a widening socio-economic divide.

While all children have the right of access to a quality basic education under State and Constitutional commitments, this provision remains variable in terms both of access and quality. Despite significant efforts by the government, the drop-out rates in schools continue to remain high. There is a clear recognition that that expansion of access to education requires concomitant improvements in educational quality if the rural poor are to be encouraged, and able, to claim their social and economic rights that education provides.

The Government of Bihar (GoB) launched a comprehensive reform process in 2005 including a range of administrative reforms that have led to citizen-centric governance, better public financial management and improvement in development indicators. Public spending for development programs has increased significantly and utilization of centrally-sponsored schemes like the Sarva Shiksha Abhiyan (SSA) has improved. But the goal of achieving good quality universal elementary education in the State will remain elusive unless the centrality of the teacher is strengthened in the process of educational reforms.

Through the Enhancing Teacher Effectiveness in Bihar Operation the State Government, with support from the World Bank, are enhancing Teacher Effectiveness through such means as the development of a certification for high-quality pre-service elementary teacher program that is adapted for delivery to untrained elementary teachers; enhancing the capacity of the Teacher Education (TE) Institutions to undertake teacher education including distance education programs, installing a full online teacher education management information system (TEMIS) in place; setting up a Teacher Quality Accreditation Agency that can undertake quality assurance of continuous professional development (CPD) programs (both in the public and private sectors). In addition, the partners are enhancing the teachers' classroom performance and attendance through the introduction of improved social accountability mechanisms.

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## 1.2 Educational Accountability

Decision-making and the process of influence. A variety of groups influence the educational decision-making process and educational change. The theoretical literature argues that access to resources affects which groups will be able to negotiate change, and concludes that groups with low access to all resources will be in the weakest negotiating position. The literature on the politics of decentralisation concludes that while decentralisation is a widely advocated reform, many of its supposed benefits do not accrue in practice because in poor rural areas the local elite closes up the spaces for wider community representation and participation in school affairs.

At the macro level, research concludes that with a re-structuring of the governance of education at a global level, international donor agencies and global education institutions are exerting more influence on education sector decision-making in many developing countries. A small quantitative literature examines the role of institutional influence on educational outcomes. It presents evidence that international differences in student performance are considerably related to institutional as opposed to resource-level differences between countries. Some of these institutional differences are: centralised examinations and control mechanisms, school autonomy in personnel and process decisions, individual teacher autonomy over teaching methods, scrutiny of students' achievement, teacher incentive structures and competition from private schools.

Thus the crucial question for education policy is not that of more resources, but of creating an institutional system where all involved people are provided with incentives to use resources efficiently and to improve student performance.

## 2. Objective(s) of the Assignment

The overarching goal of this Consultancy Support is to provide some practical guidance and evidence of impact to help the GoB to make greater use of community mobilization as a means for improving the outcomes from their existing primary education system.

This assignment will focus on addressing the following accountability challenges:

Challenge	Brief Details
Engagement	<ul style="list-style-type: none"> <li>▪ Accountability in education is essentially a way of addressing potential provider interests at the expense of children and as such it involves engagement by the 'users' with the professional providers' interests</li> <li>▪ It is thus a challenge to ensure engagement does not become confrontational and adversarial and counterproductive.</li> </ul>

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Capability and capacity	<ul style="list-style-type: none"> <li>▪ The challenge is twofold - determining what is needed to improve education and how people work together to improve and the structures that support them to apply pressure.</li> </ul>
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The Consultancy Support is also expected to address SSA community mobilisation objectives by providing a framework to: (i) develop the capacity of citizens' organisations in Bihar to claim their entitlements to, and to engage in the local and State-level decision-making process around, educational provision; (ii) focus on awareness-raising and access to information, to both support demand-side capacity-building and to facilitate accountability and transparency in service provision; (iii) focus on enabling the members of the community to take the lead on rights issues, innovative in a context which is traditionally hierarchical and patriarchal; (iv) address the State's capability for service provision, through providing learning and experience which can be transferred and replicated to education sector provision more broadly, enabling GoB to realise their commitments under SSA / EFA / GoI's Twelfth Five Year Plan.

There is emerging international evidence that community-based accountability interventions can lead to improved service provision and improved intermediary outcomes such as increased community voice, participation levels and service provider responsiveness:

“Parent participation and oversight potentially enable closer monitoring of resource allocation – ensuring alignment between what parents want (which may include higher test scores) and the way resources are deployed. Participation also enables close monitoring of effort on the part of teachers and other educators. Both of these results – better deployed resources and greater effort – are, in turn, inputs into higher learning outcomes.” (Bruns et al., 2011).

However, significant evidence gaps in the literature remain including these two critical questions - what are the local contextual factors which affect success and what are the exact mechanisms and social processes through which community-based accountability drives change?

The proposed assignment involves assisting SCERT to prepare a strategic plan of activities that can be implemented for empowering the School Management Committees (SMCs) in schools in Bihar to support their local primary schools for quality improvement. It will also involve designing a new training module and materials for creating awareness among the SMCs, and identification and training of a pool of Master Trainers who will then pass on this training to trainers who will work directly with the SMCs. Further, it supports collective action by engaging with the School Management Committees (SMCs) to monitor school quality through design of a simple mobile school scorecard (SSC).

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19-6-2017  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

3. An outline of the tasks to be carried out:  
**Tasks (Components) and Expected Deliverables**

Key result of the assignment is the development of an “Education Accountability through Community Mobilisation Toolkit” which adheres to the state guidelines that exist for the election, structure, membership and communication of SMC meetings. The following outputs are expected from the Consultancy Support:

Output 1	A training module and materials for the SMCs customised to their specific contexts and a delivery model that is contextualised to the specific challenges of education in Bihar
Output 2	A pool of trained master trainers who will be responsible for training the trainers who will then empower the SMCs
Output 3	A Mobile School Score Card which will have means of measuring School Quality Indicators agreed between GoB and Consultancy

It is expected that the assignment will follow a carefully sequenced set of three interventions, as follows:

- I. Lead on the design of a new training module for the SMC members, that are contextual and caters to the needs of the local communities.
- II. Selection and capacity building of Master trainers in the target blocks in the delivery of the training as designed to the trainers of the SMCs, use of the scorecard monitoring tool, including how to approach head teachers, observe activity and record data
- III. Collaboration on the design of a simple scorecard which set out some basic quality criteria for schools and which acts as an important tool to guide community expectations of the dimensions of school quality and to support discussions with SMCs;

4. **Schedule for completion of tasks:**

Output	Activity	Proposed date of completion
Output 1	Development and finalisation of module and associated materials for training	T0 + 20 Days

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 State Educational Infrastructure  
 Corporation Ltd., Patna

Output 2	Identification of Master trainers	T0 + 25 Days
Output 2	Capacity Building of Master Trainers	T0 + 35 Days
Output 3	Finalisation of the school quality indicators to be included in the Mobile School Score Card	T0 + 20 Days

4. Data, services and facilities to be provided by the Client:

All relevant information & available data with the Department, required purpose and objective sought to be achieved for the assignment as scope of the RFP. No specific professional support or personnel will be assigned with the consultant ,however all the required support for the assignment will be coordinated and provided on the requirement basis by the Department of Education (DOE) of the Government of Bihar (GOB) along with its organizational counterparts i.e. Bihar State Education Infrastructure Development Corporation ( BSEIDC ), State Council of Educational Research and Training (SCERT), Directorate of Research and Training ( DRT ), District Institute of Education and Training (DIETs,) Primary Teacher Education Centres (PTECs) Block Resource Centres (BRCs), and Cluster Resource Centres (CRCs) etc.

5. Final outputs (i.e., Reports, drawings etc.) That will be required of the Consultant; As per Section 3.

Serial No	Name of the Report / output
1	Inception Report
2	Draft final report + Training module and trainer module
3	Final report

7. Composition of review committee and review procedure to monitor consultants work;

The review committee comprising officials of SCERT will review the consultant's work . The SMC training module will be developed and trialed in two schools and subsequently be approved by SCERT. The trainer module will also be reviewed and approved by SCERT. The review procedure will be developed in consultation with the SCERT after the inception report and will be reviewed accordingly .

*W. D. J. a. R.*  
19/6/17

*[Signature]*  
19-6-2017  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

## Annex B: Consultant's Personnel

### Composition of the Team Personnel and the task which would be assigned to each Team Member

#### 1. Technical/Managerial Staff

Sl.No.	Name	Position	Task assignment
<u>1</u>	Dwithiya Raghavan	Technical Support Consultant	Lead on the design of the module and provide brief to the AV consultant on the development of materials for training.  Lead the discussion on the selection of the school quality indicators for the School Score Card.
<u>2</u>	Vardhana Lakshmi	Technical Support Consultant	Support on the design of the training module and lead on the training of the Master Trainers.
<u>3</u>	Radhika S	Technical Support Consultant	Support on the design of the training module
<u>4</u>		Project Manager	
<u>5</u>	Michael Latham	Project Advisor (International)	Review and edit the training module designed. Support in the finalization of the School Score Card Indicators

#### 2. Support Staff

Sl.No.	Name	Position	Task assignment
<u>1</u>	Kasi Visweswara Rao	Finance and Administrative support	Coordinating travel and accommodation logistics and supervision of printing of the sample training modules.

*W. P. R.*  
*19/6/17*

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*19-6-2017*

Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

## Annex C: Consultant’s Reporting Obligations

### METHODOLOGY AND WORK PLAN TIME SCHEDULE

- A. A short note on the line of approach and methodology outlining various steps for performing the study.

To deliver the agreed three outputs, CfBT will

- Lead on the design of a new training module for the SMC members, that is contextual and caters to the needs of the local communities. (A detailed brief will also be provided to SCERT on the development of audio video (AV) materials for use in the training. The AV materials will however be developed by externally chosen vendor and paid outside this contract)
- Select and capacity build the Master trainers in the target blocks on the delivery of the training to the trainers of the SMCs, use of the scorecard monitoring tool, including how to approach head teachers, observe activity and record data
- Collaborate on the design of a simple scorecard which set out some basic quality criteria for schools and which acts as an important tool to guide community expectations of the dimensions of school quality and to support discussions with SMCs

B. Work plan

SL. No.	Item	Monthwise Program											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Participation in workshop on design of SMC training module												
2	Leading on the design of the module for SMC training												
3	Providing a brief to the AV designer on the												

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19-6-2017  
**Chief Consultant (Technical)**  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna



	materials required for the training												
4	Finalisation of the school quality indicators to be included in the School Score Card												
5	Submitting the training module to SCERT for feedback and approval												
6	Selection of Master Trainers												
	Capacity building of Master trainers												

C. Compilation and submission of reports

Serial No	Name of the Report / output	Date of proposed submission
1	Inception Report	Within Ten ( 10 ) Days of commencement of Contract.
2	Draft final report + training module and trainer module	Within (20 ) days of the workshop ( SCERT )*
		<i>After inception report, a workshop is required to be conducted by SCERT .</i>
3	Final report+ report on capacity building of Master trainers	Within 15 days of the Draft Final Report.

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19-6-2017

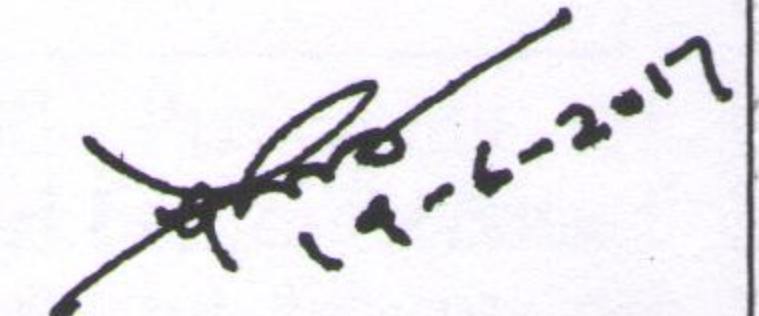
**Chief Consultant (Technical)**  
**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

**TECHNICAL PROPOSAL - FORM F-5****FORMAT OF CURRICULUM VITAE****FOR MEMBERS OF CONSULTANT'S TEAM**

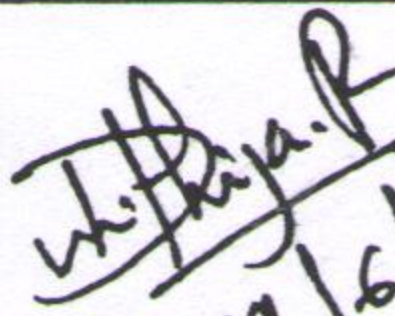
1. Name: **RADHIKA SURAM**
2. Profession/  
Present Designation: **Senior Education Specialist**
3. Years with Firm/Organization: **12 years** Nationality: **Indian**
4. Area of Specialization: **Community Accountability, SMC and RTE, School Quality Review, Training and working with the community, SHG women, SMC members**
5. Proposed Position on Team: **Technical Support Consultant**
6. Key Qualifications:

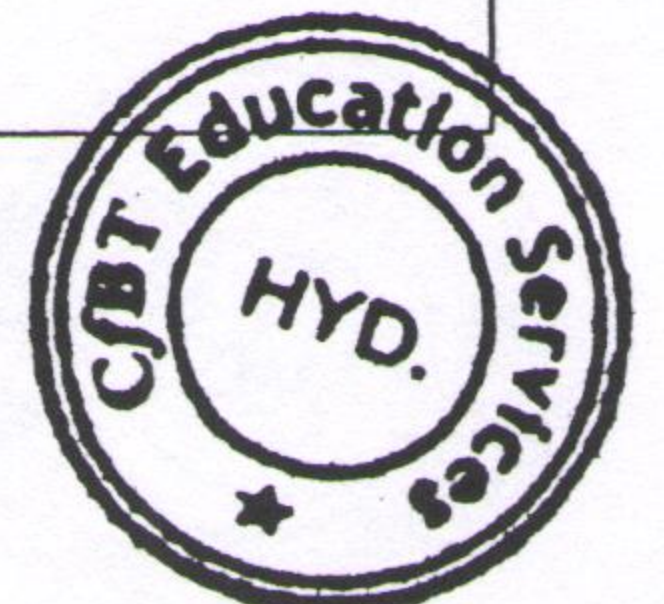
(Under this heading, give outline of staff member's experience and training most pertinent to assigned work on proposed team. Describe degree of responsibility held by staff member on relevant previous assignments and give dates and locations. Use up to half-a-page.)

Responsibility	Assignment	Client and location	Dates
Project Manager for Community based accountability programme in 7 blocks in Anantapur	<ol style="list-style-type: none"> <li>1. Formation and strengthening of Academic Monitoring Committees and later SMCs in schools</li> <li>2. Guide and monitor project staff; organise and conduct workshops, rallies, kalajathas;</li> <li>3. Improve the quality of Education in the schools through the use of the tools and awareness campaigns.</li> <li>4. Improved awareness of rights and quality in education and capacity building of SHG women</li> <li>5. Administration of School Score Card, compilation, analysis and follow up</li> </ol>	DFID, Sarva Shiksha Abhiyan, Anantapur, Andhra Pradesh	2011-13
Assessor in the Right to Education Project	<ol style="list-style-type: none"> <li>1. Audit of the status of implementation of RTE in three blocks of Rajasthan</li> <li>2. Creating a community score</li> </ol>	Centre for Civil Society, Rajasthan	2012-13

  
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	card for assessing RTE implementation		
Training the local assessors	Design and implementation of school inspection framework	Madhya Pradesh Government Bhopal, Madhya Pradesh	2013 - 14
School inspections	1. Lesson observations 2. Focus group discussions with stakeholders including the local community	Madhya Pradesh Government Bhopal, Madhya Pradesh	2013 - 14

7. Education:

(Under this heading, summarize college/university and other specialized education of staff member, giving names of schools/colleges, etc., dates attended and degrees obtained. Use up to a quarter page.)

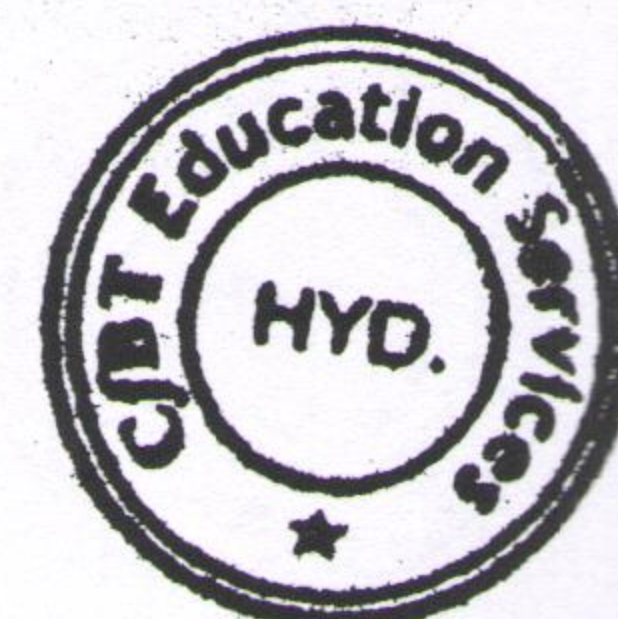
University	Dates Attended	Degree(s) or Diploma(s) obtained:
Cambridge, UK	2013 - 2014	CIDTT Cambridge International Diploma for Teachers and Trainers
IGNOU, New Delhi	2012 - 2014	M.Ed.
TNOU, Chennai	2005 - 2006	M.Phil (Economics)
IGNOU, New Delhi	2002 - 2004	B.Ed. ('A' Grade - above 80%)
Marathwada University, Maharashtra	1987 - 1989	M.A.(Economics) Stood First in the University Order of Merit
Sambalpur University, Orissa	1984 - 1986	B.A.(Hons) Stood First in the University Order of Merit
Sambalpur University, Orissa	1982 - 1984	I.A. (Intermediate in Arts) Stood Second in the order of Merit in the University.
Andhra University, Waltair, Visakhapatnam (A.P.)	1982	Matriculation (Equivalent to Class X S.S.C. Examinations) Secured full cent percent marks in Mathematics.
APTECH, Hyderabad. (1998-2000)	1999 - 2000	DISM (Diploma in Software Management) - one year Diploma Course. Secured 'Credit' (Mark between 60%-70%)

(i) Trained by the Quality Council of India, National Accreditation Board for Education and Training (NABET) for Accreditation of schools; requirements for accreditation of educational quality management system of a school; measurement, analysis and improvement parameters

(ii) Project Management and Business Development (trained in the UK by the CfBT Head Office in a special UK International Training Programme).



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(iii) Intensive training on the Dubai Inspection framework by the CfBT head Office and the Dubai School Inspection Bureau, KHDA, MoE, Dubai

8. Experience:

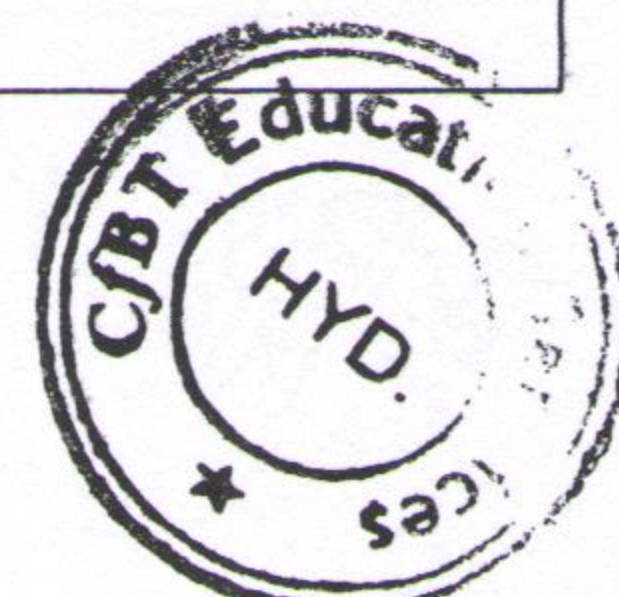
(Under this heading, list all positions held by staff member since graduation, giving dates, names of employing organization, title of positions held and location of assignments. For experience in last ten years, also give types of activities performed and client references, where appropriate. Use up to three quarters of a page.)

<b>Date</b>	December 2004 till date
<b>Location</b>	Chennai
<b>Company</b>	CfBT Education Services
<b>Position</b>	Senior Education Specialist
<b>Role Description</b>	<ol style="list-style-type: none"> <li>1. Managing the Proficiency in English Language Project funded by Navajbai Ratan Tata Trust for developing English language skills in 125 Government Schools in 4 clusters of Yadgir District in the State of Karnataka</li> <li>2. Trained the Govt School Teachers, HMs and the School Coordinators and Education Coordinators to speak better English</li> <li>3. Successfully implemented the DfID funded Vidya Chaitanyam SHG PEP project in Hindupur and Madakasira mandals of Anantapur district, AP. Role: Guide and monitor project staff; organise and conduct workshops, rallies, kalajathas; Set up, monitor and promote the usage of materials in the Mandal Education Resource Centre; Design tools for the improvement in the quality of Education, Improve the quality of Education in the schools through the use of the tools and awareness campaigns.</li> <li>4. Improved awareness of rights and quality in education and capacity building of SHG women</li> <li>5. Formation of Education sub-committee in Village Organisations (VOs) of SHGs</li> <li>6. Administration of School Score Card, compilation, analysis and follow up</li> <li>7. Formation and strengthening of Academic Monitoring Committees in schools</li> <li>8. Assessed functioning of Gyanshala, Ahmedabad, which runs 343 school centres in urban slums of Ahmedabad and Bihar which involved school inspections, data gathering and analysis.</li> <li>9. Assessed the working of 150 Madarsas (schools for Muslim Children) in Bihar and Delhi for the Mega SkY Project of EDC (US) thrice and prepared the report.</li> <li>10. Developed content and successfully trained 100 Principals of Government Schools in Bhutan, on behalf of the Royal Government of Bhutan, in the development of school management and leadership skills over a four week period</li> <li>11. Conducted a comparative study of Government and Private schools in Bhopal on behalf of ARK online.</li> </ol>

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<b>Date</b>	June 2003-Nov 2004.
<b>Location</b>	Hyderabad.
<b>Company</b>	Meridian School,



	Banjara Hills.
<b>Position</b>	Full time Teacher; HM
<b>Role Description</b>	Teach English, Special English and Social Studies for classes IV to IX Handled Class Teacher responsibilities, maintenance of records and registers, fee collection, etc. In-charge of the INTACH Heritage Club House Mistress of the Mithra (Blue) House Headed various Committees for excursions, field trips, etc. As HM, was responsible for entire school functioning

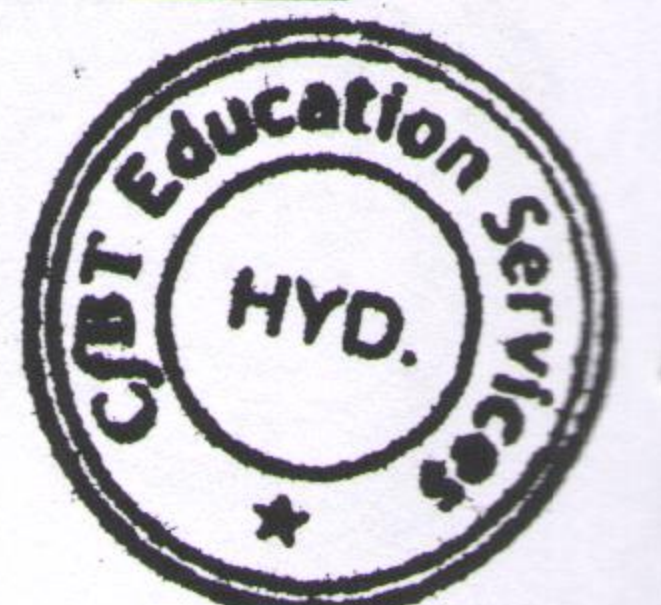
<b>Date</b>	June 1999 – May 2003
<b>Location</b>	Hyderabad.
<b>Company</b>	St. Florence School
<b>Position</b>	Teacher, Academic Coordinator, HM
<b>Role Description</b>	Teach English, Special English and Social Studies for classes VII to X Handled Class Teacher duties In charge of all Extra and Co - Curricular Activities Organize Parent Teacher Association meetings and other orientation programmes for parents Conducted Orientation Programmes for Teachers to improve communication in English As academic coordinator - monitoring teachers, controller of examinations, ensure quality improvement in teaching-learning, conduct professional development for teachers As HM was responsible for entire running of the school

<b>Date</b>	June 1995 – May 1999
<b>Location</b>	Hyderabad
<b>Company</b>	Cambridge Grammar School
<b>Position</b>	Teacher and Head of Department of English, In-charge, Head Mistress
<b>Description</b>	Teach English, Special English and Social Studies for classes VII to X Handle Class Teacher duties Conduct the School Assembly in the morning Organize Literary (Essay, Debate, Quiz and Oratorical) and other competitions. Conduct Seminars and Panel discussions Organize PTA meetings and parent orientation programmes Handle Administrative work and Liaison with The Education Dept Compere School Functions and coordinate for the Chief Guest presence and welcome In-charge for one year from June 1998 to May 1999 – handled the responsibilities of the HM. Conducted teacher training for teachers in English department.

<b>Date</b>	June 1993 – May 1995
<b>Location</b>	Hyderabad
<b>Company</b>	STG Computers
<b>Position</b>	Faculty cum Counsellor
<b>Description</b>	Handle the Spoken English Classes and Personality Development classes

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	Teach computing skills (MS-Office and Internet) at the Institute. Handle the promotional needs of the organization by designing brochures, coining slogans and organizing special campaigns. Counsel and enroll students Schedule classes
<b>Date</b>	1991-1992
<b>Location</b>	Hyderabad
<b>Company</b>	International School Hyderabad
<b>Position</b>	Teacher
<b>Description</b>	Teach all subjects up to Class VII. Handle Class Teacher duties The school was in its infancy and hence was instrumental in setting up academic and administrative procedures such as, for admissions, school discipline and maintenance of records and registers, selection of student committees, etc.

<b>Date</b>	1989 -1990
<b>Location</b>	Nanded. (Maharashtra)
<b>Company</b>	Gyan Mata Vidya Vihar
<b>Position</b>	Teacher
<b>Description</b>	Teach all subjects up to class VII. Handle Class teacher duties

9. Languages:

(Indicate proficiency in speaking, reading and writing of each language by 'excellent', 'good' or 'poor'.)

LANGUAGE	SPEAKING	READING	WRITING
English	Excellent	Excellent	Excellent
Hindi	Excellent	Excellent	Excellent
Telugu	Excellent	Good	Good
Kannada	Excellent	Poor	Poor
Tamil, Marathi	Good	Poor	Poor

Signature of Staff Member

Date: 3rd Jan., 2017

*Reading*



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**TECHNICAL PROPOSAL - FORM F-5****FORMAT OF CURRICULUM VITAE****FOR MEMBERS OF CONSULTANT'S TEAM**

1. Name: **Dwithiya Raghavan**
2. Profession/  
Present Designation: **Chief Operations Officer**
3. Years with Firm/Organization: **6** Nationality: **Indian**
4. Area of Specialization: **School Quality Assessment, Community Engagement, Project Management, Monitoring and Evaluation**
5. Proposed Position on Team: **Technical Support Consultant**
6. Key Qualifications:

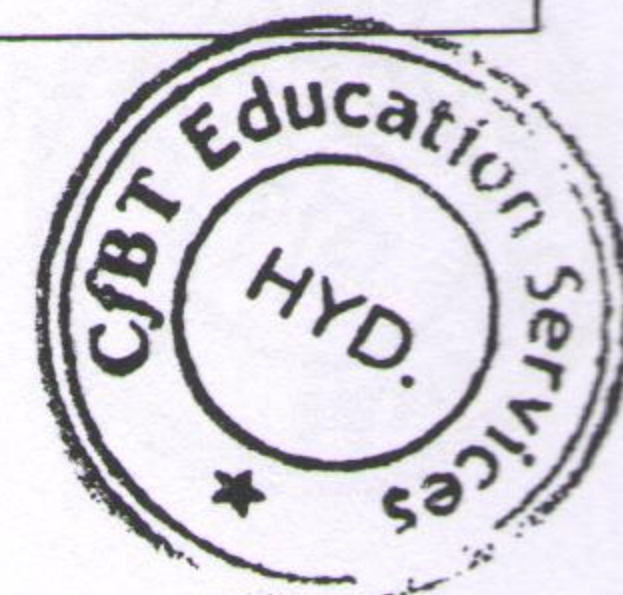
(Under this heading, give outline of staff member's experience and training most pertinent to assigned work on proposed team. Describe degree of responsibility held by staff member on relevant previous assignments and give dates and locations. Use up to half-a-page.)

Responsibility	Assignment	Client and location	Dates
Mobile Application on School Score Card	1. Lead co-ordinator on the development of the mobile application for the School Score Card	NASSCOM Foundation Hyderabad	2016 onwards
Community accountability training	1. Design of the School score Card and training of the community members in the SMC on the assessment of schools and using the School Score Card.	Tata Trusts Khunti, Jharkhand	2015 onwards
School quality review	1. Lesson observations 2. Focus group discussions with stakeholders	Gyanshala, Education support organization Patna, Bihar	2015 – 16 and 2012-13
Community mobilization programme	1. Training the self-help group women with the school inspection score card 2. Training community on Finance Facility 3. Monitoring and Evaluation of Community use of Mobile School Score Card	DFID and Sarva Shiksha Abhiyan, Anantapur, Andhra Pradesh	2011-14

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7. Education:

<u>School, college and/or University Attended</u>	<u>Degree/certificate or other specialized education obtained</u>	<u>Date Obtained</u>
Participatory Research In Asia International Academy	International Perspectives on Citizenship, Democracy and Accountability	Pursuing
Cambridge University	International Diploma in Teaching and Training	2013
Institute of Chartered Accountants of India, Chennai	Chartered Accountant	2008
Osmania University, Hyderabad	Bachelors Degree in Commerce	2007

8. Experience:

**CFBT EDUCATION SERVICES, INDIA**—*India Office of UK based charity Education Development Trust. (formerly CfBT Education Trust)*

**Dual responsibility of Chief Operations Officer and Chief Financial Officer, 6/2012 to Present**

**Job purpose:** To maintain a supervisory role over the company's financial systems and reporting and a liaising role over all current and prospective operational work within the CfBT India office

**Key responsibilities and contributions:**

- Oversee financial management, operational delivery and internal evaluations of across India.
- Co-ordinate with the project management teams of over 50 projects annually to ensure that contracted projects are delivered in a cost-efficient manner
- Ensure the effective delivery of current contracts by developing and managing working relationships with all clients with a particular focus on existing and potential donor agencies, partner Ministries, and collaborating NGOs.
- Monitor and maintain financial compliance in delivering donor funded projects with international funding agencies like World Bank, Department for International Development (DFID) and prominent Indian CSR agencies like Tata Trust, Tech Mahindra Foundation and HSBC Software Development India Pvt. Ltd.; have successfully secured positive feedback and renewals for the last three years.

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### Additional Projects handled

- **Lead coordinator** on the design and development of the **mobile application** of the School Score Card under funding award from **NASSCOM Foundation**.
- **National Coordinator** for a Study tour to England for select officials from **Government of Bihar and Government of India (April 2015)** to understand how the government in England has used large scale assessment as a lever to manage policy evaluation and accountability, especially for planning resources, goal setting and allocation of funds.
- **National expert** on a **World Bank** funded study on the **Preliminary Study of the Secondary Private Aided Schools Sector (September 2014)** conducting a review of the data pertaining to the different aspects of the regulatory framework across the different states looking at such aspects as: recognition of aided schools, governing authority with responsibility for aided schools, the school licensing process, Government subsidies in terms of size and calculation, curriculum requirements, quality assurance procedures, teacher qualifications, and mechanisms for consultation with the sector
- **National Consultant** for **World Bank** on the **Development Partnership Programme for Education (April 2014)**, providing support to the 7 largest PSUs on design and implementation of CSR activities in Jharkhand, Bihar and Orissa.

**CFBT EDUCATION SERVICES, INDIA**—*Indian affiliate of UK based charity Education Development Trust. (formerly CfBT Education Trust)*

**Chief Financial Officer, 7/2011 to 6/2012**

**Job purpose:** To oversee financial management and statutory compliance of CfBT India

**Key responsibilities and contributions:**

- To develop realistic budgets for the annual performance of the entity and for new contracts being pursued
- To co-ordinate with the project management teams to ensure that contracted projects are delivered in a cost efficient manner.
- To develop a financial reporting format to be used by project managers across the organisation to report to Senior Management
- To co-ordinate the external, internal and donor audits of the books of accounts of the organisation.

**BHARAT PETROLEUM CORPORATION LIMITED, Mumbai, India**—*One of India's largest state owned oil and natural gas corporations*

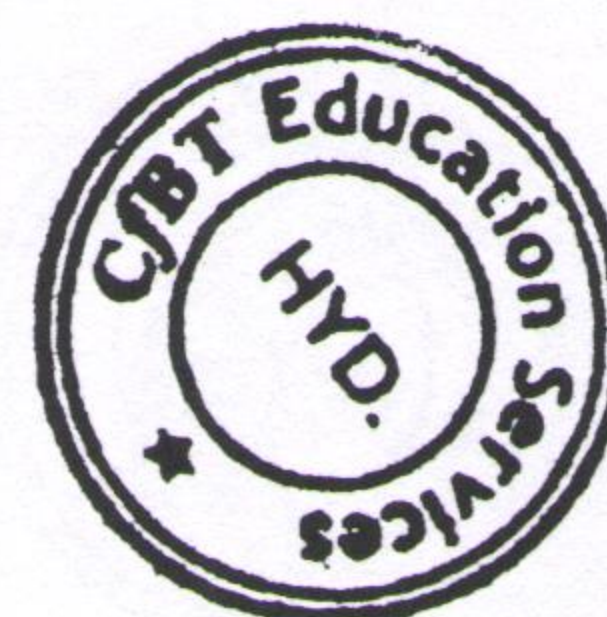
**Assistant Manager, Corporate Finance, 9/2009 to 6/2011**

**Job purpose:** To supervise the operations of a 7 person team providing financial support to all the national offices in the form of payments to vendors, excise duty and service tax payments, tax deductions and corporate budget planning and management

**Key responsibilities:**

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- The revenue budget administrator for all entities across India discharging the roles of pre- approval coordination, upload into SAP system and post approval monitoring and resolution of budget related issues
- Solely responsible for all vendor payments across India through NEFT to the tune of INR 5 billion a month.
- Single handedly coordinated with the technical team and successfully implemented the system for generation and dispatch of digital signed tax deducted at source certificate to over 20000 vendors.

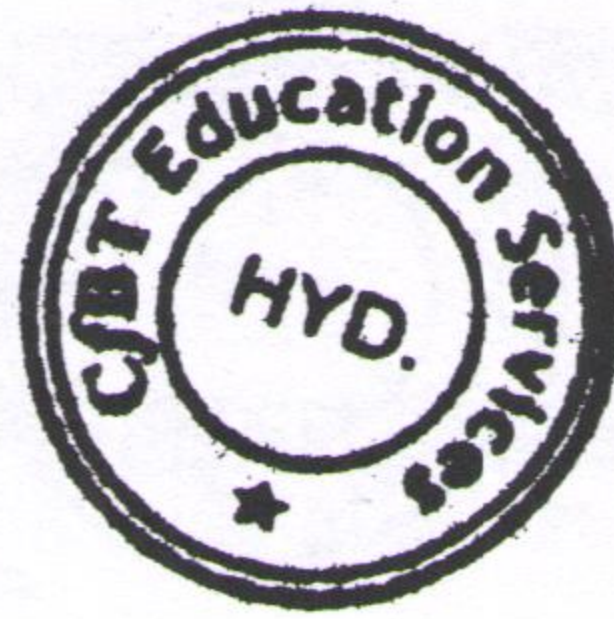
9. Languages:

Language	Reading	Speaking	Writing
English	Excellent	Excellent	Excellent
Hindi	Excellent	Excellent	Good
Telugu	Poor	Good	Poor
Tamil	Good	Good	Good
French	Good	Good	Good

Signature of Staff Member

Date:

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03/01/2017

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**TECHNICAL PROPOSAL - FORM F-5****FORMAT OF CURRICULUM VITAE****FOR MEMBERS OF CONSULTANT'S TEAM**

1. Name: **Michael Latham**
2. Profession/  
Present Designation: **Principal International Adviser, Asia**
3. Years with Firm/Organization: **23** Nationality: **British**
4. Area of Specialization: **Non state sector participation in Education, Public Private Partnerships, School Based Management.**
5. Proposed Position on Team: **Project Adviser, International**
6. Key Qualifications:
7. Education:

<u>School, college and/or University Attended</u>	<u>Degree/certificate or other specialized education obtained</u>	<u>Date Obtained</u>
University of Maryland, USA	M.Ed. (Education Planning, Policy and Administration),	<u>1986</u>
Simon Fraser University, Canada,	Professional Teaching Diploma	<u>1974-75</u>
University of York, UK	BA (History and Politics)	1974

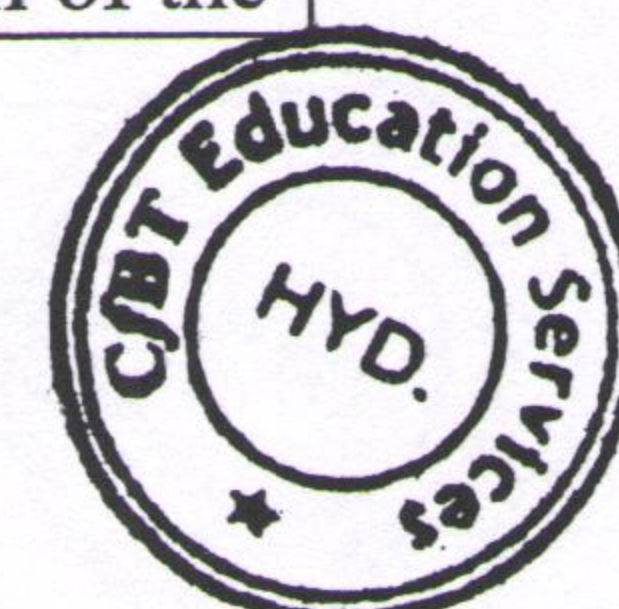
8. Experience:

2013- to present	Principal International Adviser, CfBT Education Trust Regional Director - South Asia, CfBT Education Trust (based in India)
2009-2013	
2004-2009	Principal International Consultant, CfBT Education Trust
1999-2004	President, CfBT Inc (North America)
1993-1999	Development Director, CfBT Malaysia

Key projects delivered

**Name of assignment or project:** School Based Management  
**Year:** 2016 ongoing  
**Location:** Manila, Philippines  
**Client:** Asian Development Bank  
**Main project features:** Providing technical assistance in supporting the introduction of the

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new senior secondary cycle and supporting improvements in the secondary sector

**Position held:** Team Leader

**Activities performed:** Introducing School Based Management (through parental and community participation) in all the secondary schools in Philippines.

**Name of assignment or project:** Vidya Chaitanyam

**Year:** 2011-2013

**Location:** Anantapur, Andhra Pradesh, India

**Client:** DFID, Sarva Shiksha Abhiyan

**Main project features:** Empowering SMC members to assess quality of education provided in Government primary schools

**Position held:** Team Leader

**Activities performed:** Overall monitoring and evaluation of the project activities, Design of the school score card, including agreeing the indicators with the Government of Andhra Pradesh

Coordinating the development of the Mobile School Score Card system through SMS and the related application on the server.

**Name of assignment or project:** Regional Development Partnership Program for South Asia Innovative Strategies for Accelerated Human Resource Development in Asia

**Year:** 2012-13 **Location:** Bangladesh, Nepal and Sri Lanka

**Client:** ADB

**Main project features:** Country and regional reports that look at innovative ways for improving access to education and training

**Position held:** Lead consultant

**Activities performed:** Responsible for:

- developing the framework and quality assuring the three country reports
- synthesising the Country Reports into a regional Knowledge Product for use by ADB Task Managers in the design and implementation of new basic education and TVET projects and programs
- leading workshops in the three countries to share the Country Reports and the Regional findings

**Name of assignment or project:** Supporting the Development of New Partnerships for Education Services for Self Help Groups in Southern India

**Year:** 2008 - 2011

**Location:** India

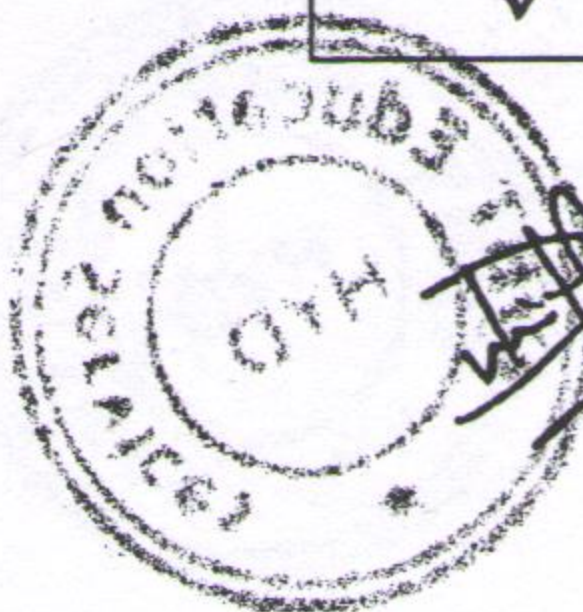
**Client:** DFID Civil Society Challenge Fund

**Main project features:** Joint Review Mission into the SSA

**Position held:** Institutional Development Specialist

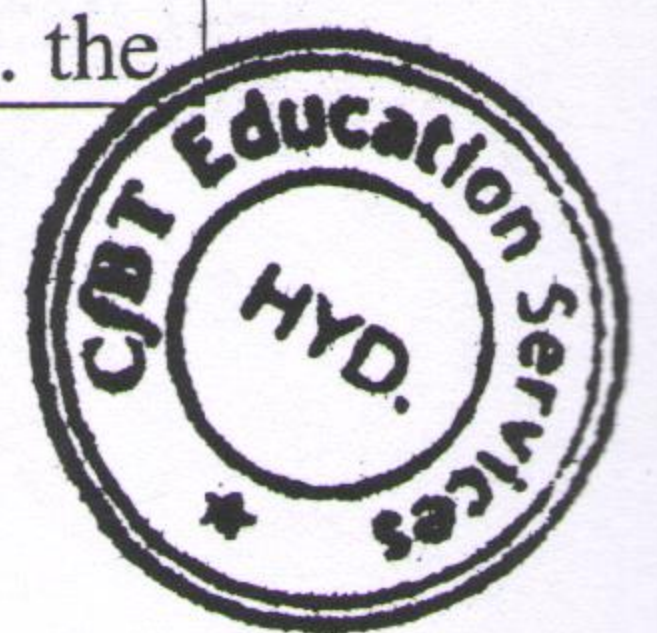
**Activities performed:**

- *In charge of Reporting mechanisms:*
  - ✓ compiling and submitting quarterly and annual reports
  - ✓ outlining key events during the reporting period, including changes in the wider operating environment, which may affect the project; performance against action plans; working in collaboration with SERP to compile annual reports to DFID
- *In charge of the Evaluation processes:*
  - ✓ overseeing the monitoring, evaluation and lesson-learning strategies
  - ✓ ensuring the process included submission of the annual reviews modelled on e.g. the



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Joint Annual Review model employed under SSA / DPEP, incorporating representatives from GoAP, DFID India, the WB and relevant CSOs / NGOs.

*In charge of Report writing:*

- ✓ Preparing Baseline, midline and final draft and final Reports
- ✓ Leading the dissemination mechanisms which included: mid-term and final symposia / workshops for key stakeholders in AP at local, District and State level, as well as India more broadly e.g. via the Department of School Education and Literacy in New Delhi and development partners

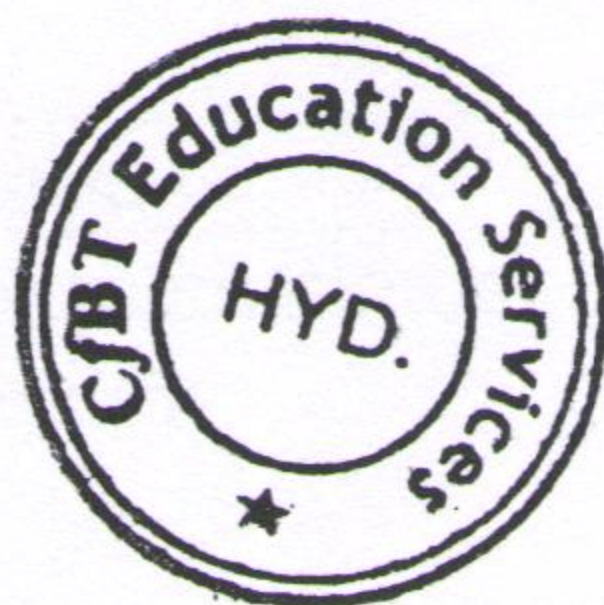
9. Languages:

Language	Reading	Speaking	Writing
English	Excellent	Excellent	Excellent
French	Excellent	Excellent	Good
Malay	Good	Good	Good

Signature of Staff Member

Date: 3<sup>rd</sup> Jan, 2017

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Development Corporation Ltd., Patna

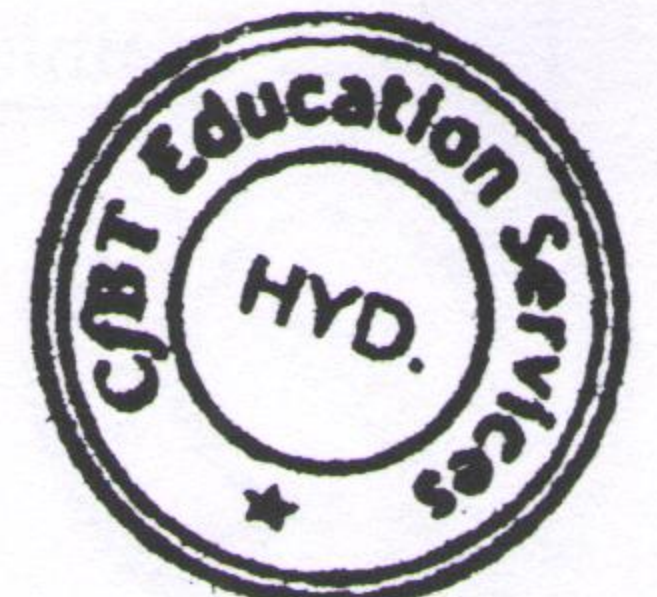
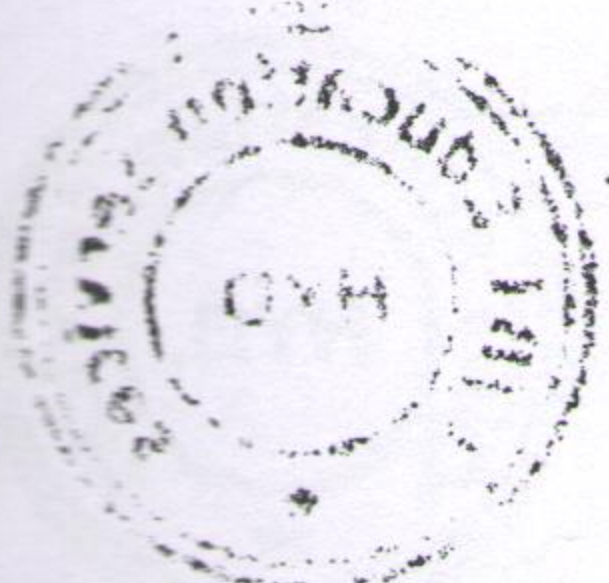
**TECHNICAL PROPOSAL - FORM F-5****FORMAT OF CURRICULUM VITAE****FOR MEMBERS OF CONSULTANT'S TEAM**

1. Name: **Mutukula Vardhana Lakshmi**
2. Profession/  
Present Designation: **Senior Education Specialist**
3. Years with Firm/Organization: **8** Nationality: **Indian**
4. Area of Specialization: **Content development and training**
5. Proposed Position on Team: **Technical support consultant**
6. Key Qualifications:

(Under this heading, give outline of staff member's experience and training most pertinent to assigned work on proposed team. Describe degree of responsibility held by staff member on relevant previous assignments and give dates and locations. Use up to half-a-page.)

Responsibility	Assignment	Client and location	Dates
Training the supervisors	Design and implementation of school quality review framework	Gyanshala, Education Support Organization, Ahmedabad, Gujarat	April 2015 to May 2016
School quality review	1. Lesson observations 2. Focus group discussions with stakeholders	Gyanshala, Education support organization Patna, Bihar	2015-16 and 2012-13
Training the local assessors	Design and implementation of school inspection framework	Madhya Pradesh government Bhopal, Madhya Pradesh	2013 - 14
School inspections	1. Lesson observations 2. Focus group discussions with stakeholders	Madhya Pradesh government Bhopal, Madhya Pradesh	2013 - 14
Community mobilization programme	1. Training the self help group women with the school inspection score card 2. Setting ERC (Education Resource Centre) 3. Training government school teachers on using the ERC	DFID funded project for Government of Andhra Pradesh Anantapur, Andhra Pradesh	2011-12

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Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna



7. Education:

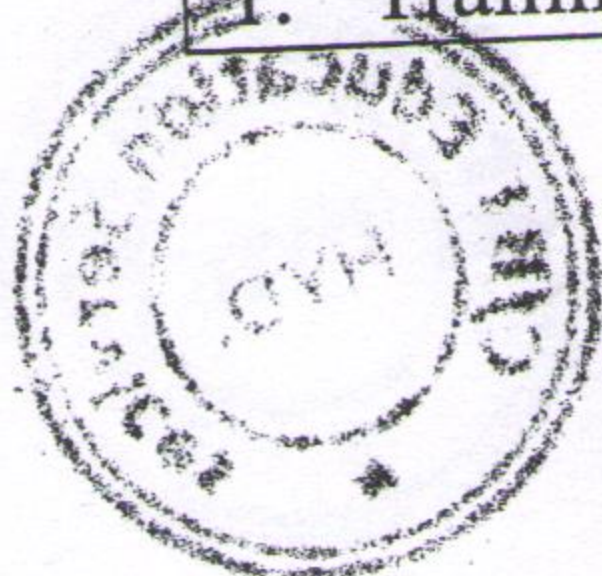
(Under this heading, summarize college/university and other specialized education of staff member, giving names of schools/colleges, etc., dates attended and degrees obtained. Use up to a quarter page.)

Institution	Degree(s) or Diploma(s) obtained	Year
University of Cambridge (CIE), UK	Pursuing Certificate course in Educational Leadership	Enrolled in January 2017
Tamilnadu Open University, India	Pursuing M Sc (Psychology)	Enrolled in June 2016
American TESOL Institute, India	Certificate in Special education	2015 - 16
University of Cambridge (CIE), UK	TKT, Teaching Knowledge Test by ESOL	2012 - 13
Alagappa University, India	MBA in Education Management	2011 - 12
University of Cambridge (CIE), UK	CIDTT, Cambridge International Diploma for Teachers and Trainers	2009 - 10
IVT, Hyderabad, India	Software manual testing	1998 - 99
NIIT, Nalgonda, India	PGDCA, Post Graduate Diploma in Computer Applications	1997 - 98
Nagarjuna University, India	Bachelor of Science (Math, Physics, Chemistry)	1993 - 96
<b>Other trainings</b>		
University of Cambridge (CIE)	Programme leader course in Teaching and learning valid for 3 years	2015-16
University of Cambridge (CIE)	Programme leader course in Educational Leadership valid for 3 years	2015-16
British council	Changing role of Assessment and Evaluation in Teacher education	2014-15
Centre for Assessment and Evaluation Research (CAER)	Certification in Assessment and Evaluation procedures of Central Board of Secondary Education (CBSE, India)	2013-14

8. Experience:

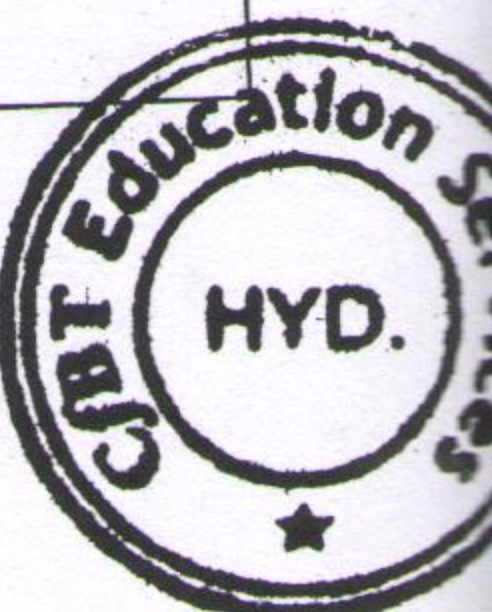
(Under this heading, list all positions held by staff member since graduation, giving dates, names of employing organization, title of positions held and location of assignments. For experience in last ten years, also give types of activities performed and client references, where appropriate. Use up to three quarters of a page.)

<b>Date</b>	January 2009 onwards till date
<b>Location</b>	Hyderabad, India
<b>Company</b>	CfBT Education Services
<b>Joining Position</b>	Content Developer
<b>Current designation</b>	Senior Education Specialist, PDQ Programme Leader for CIE and Project adviser for EPEP (HSBC)
<b>Related assignments undertaken till now</b>	
<b>Training the trainer:</b> Designed and conducted training for	
1. Training the supervisors of Gyanshala centres on design and implementation of school	



*J. H. J. J.*  
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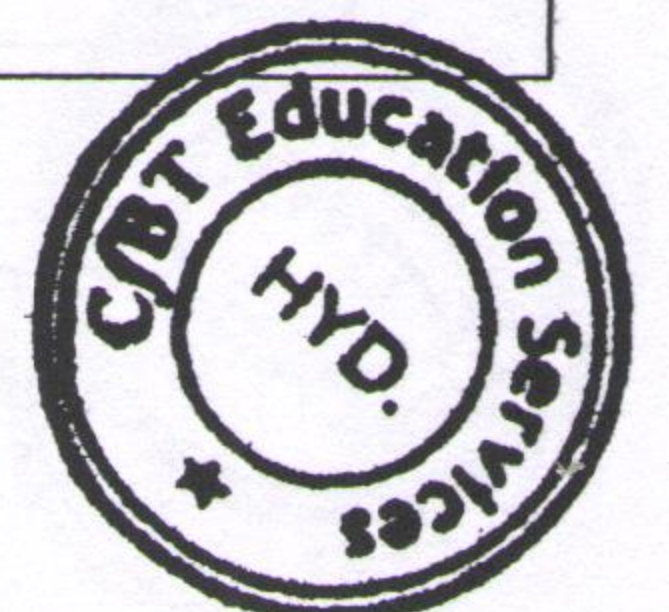
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<p>quality review framework in Bihar and Ahmedabad</p> <ol style="list-style-type: none"> <li>2. Training the local assessors for school inspection work in Bhopal, Madhya Pradesh</li> <li>3. Training the field staff to train the self help group women on school score card in Anantapur district, Andhra Pradesh</li> <li>4. Training 6 English language trainers to successfully complete Certificate programme by Cambridge International Examination</li> </ol>
<p><b>Content Development:</b></p> <ol style="list-style-type: none"> <li>1. Customized the CfBT India school inspection <b>framework</b> to conduct academic and institutional audits in Indian schools benchmarked against International standards of Education</li> <li>2. Developed <b>tools</b> for school audits, inspections and assessments across India catering various curricula such as CBSE, IGCSE, IB and all the Indian State boards</li> <li>3. Designed and systematized a <b>quality review programme</b> for 300 educational centres of Gyanshala organization in Gujarat and for DPS society schools</li> <li>4. Designed the entire course and modules for the <b>Educational Leadership</b> programme offered at the centre</li> <li>5. Designed the entire course and modules for the <b>Teaching and Learning</b> programme offered at the centre</li> <li>6. Developed <b>need based</b> modules for training teachers in various parts of the country</li> <li>7. Developed <b>subject specific</b> modules for subject teachers in math, science and English</li> <li>8. Designed <b>lesson plans</b> for activity based learning in core subjects, math, science and English</li> </ol>
<p><b>Leadership training:</b> Designed and conducted leadership training for</p> <ul style="list-style-type: none"> <li>✓ 80 school leaders from various schools in Bhutan as a part of professional development training offered by Pearson group.</li> <li>✓ 45 school leaders from various schools in different parts of India as a part of school improvement services</li> <li>✓ Coached and mentoring 20 school leaders as a part of National Leaders of Education (NLE) project conducted by CfBT, UK in India</li> </ul>
<p><b>Teacher training:</b> Designed and conducted need based professional development training for</p> <ol style="list-style-type: none"> <li>1. More than 1000 teachers from various schools in different parts of India as a part of professional development over a period of time</li> <li>2. 250 teachers as a part of training offered for CIE examinations at CfBT</li> <li>3. 200 teachers in Bhutan for Pearson's project as a part of their professional development</li> <li>4. 50 teachers in India for CAER programme initiated by CBSE for professional development</li> <li>5. 100 teachers for setting up mathematics lab in their schools</li> </ol>
<p><b>Training, mentoring and guiding the candidates for accreditation by Cambridge International Examinations (CIE)</b></p> <p>Has been mentor for</p> <ol style="list-style-type: none"> <li>1. 17 school leaders of various leadership positions for successful accreditation by CIE in Educational leadership course</li> <li>2. 10 school leaders of various leadership positions for successful accreditation by CIE in teaching and learning course</li> <li>3. 77 teachers of various subjects and levels for successful accreditation by CIE in teaching and learning course</li> </ol>
<p><b>Project management:</b></p> <ol style="list-style-type: none"> <li>1. Recently taken up the role of project adviser leading a team of 3-project coordinators and 1 project manager for the next 2 years</li> <li>2. Leading 1 field coordinator and 20 school leaders in Mumbai for developing coaching skills under "National Leaders of Education" project in Mumbai, India</li> </ol> <p>Team lead for various school inspections in India</p>



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4. Team lead for 4 member team to successfully complete CIE certification programmes for around 100 teachers in 2 years time
5. Lead trainer for a 6-member team to conduct subject specific workshops in mathematics and physics for 600 students of different schools over a period of 2 months

**School Inspections in other countries**

1. Have been an associate inspector with Dubai School Inspection Bureau (DSIB) to conduct school inspections of 11 schools from the last 4 years
2. Have been an associate inspector with Abu Dhabi Education Council (ADEC) to conduct school inspections of 8 schools from the last 3 years
1. Have been an associate inspector with Ministry of Education (MOE) in UAE to conduct school inspections of 6 schools for 1 year

**Lead inspector for Indian schools**

1. Member in accreditation panel for school accreditations of CBSE schools in India
2. Inspected 8 schools under Delhi Public School society including schools in Delhi, Pune, Jaipur, Jodhpur and Bangalore
3. Inspected 17 schools under AP Social welfare residential school society in AP
4. Inspected 12 schools under Gyanshala in Bihar, Ahmedabad
5. Inspected 14 schools under ARK project in Madhya Pradesh
6. Audited 3 schools for Bishop of Oxford, UK
7. Audited 25 schools under Gowtham model school society in AP
8. Audited 8 private schools in Maharashtra that include CBSE, IB and IGCSE curriculum

**Associate inspector for Indian schools**

1. Inspected 7 schools under Equip project in AP
2. Audited 3 schools under St Francis de sales chain of schools in Maharashtra
3. Audited 3 schools under DPS society in Rajasthan
4. Audited 6 schools under Sultan-Ul-Uloom Society in AP
5. Audited 3 schools for Guru Nanak Educational Society in Karnataka
5. Audited 27 schools under Gowtham model school society in AP

**Whole school improvement programme:**

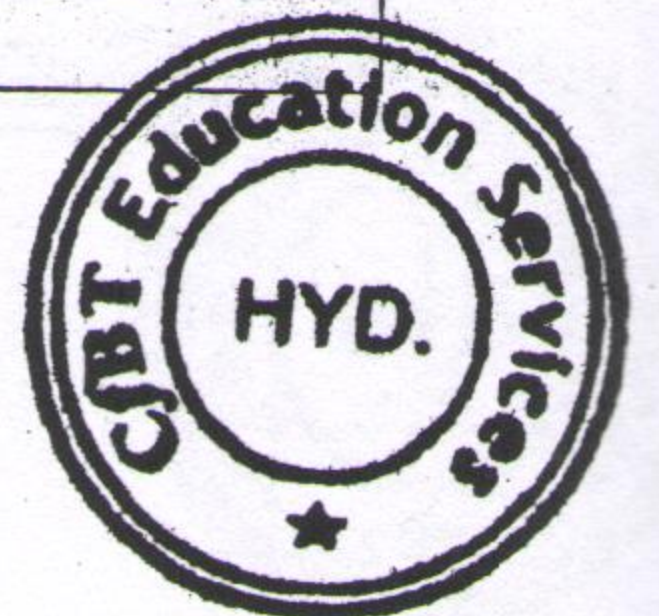
1. Monitoring and mentoring the stakeholders to design school improvement programmes with specific targets.
2. Interacting with all the stakeholders using the developed tools to collect data

<b>Date</b>	August 2008–December 2008
<b>Location</b>	Hyderabad, India
<b>School</b>	Johnson Grammar School, Habshiguda
<b>Position</b>	Mathematics teacher and HOD
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>➤ Mathematics Teacher in a co-educational CBSE school of around 800 students</li> <li>➤ Teaching high school mathematics</li> <li>➤ Observing classrooms to comment on the quality of teaching and suggest improvements to teachers</li> </ul>	
<b>Date</b>	Jan 2007 – Jun 2008
<b>Location</b>	Hyderabad, India
<b>Company</b>	Info vision technologies, Dilsukhnagar
<b>Position</b>	IT Trainer
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>➤ Worked as a part time employee to train a variety of age groups in Microsoft applications</li> </ul>	
<b>Date</b>	Jun 2003 – Nov 2006

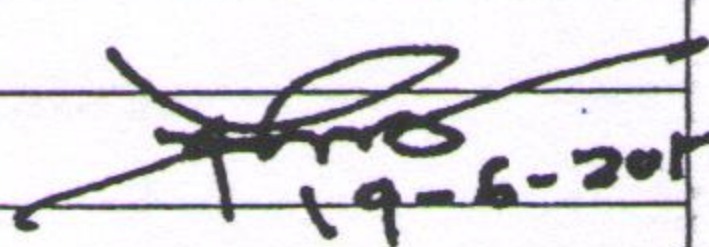


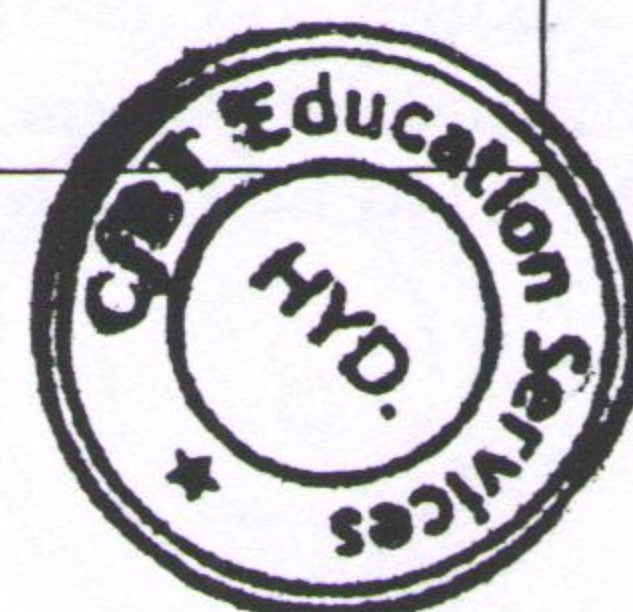
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<b>Location</b>	Hyderabad, India
<b>School</b>	Brilliant Grammar high school
<b>Position</b>	Academic in charge
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>➤ In-charge of a co-educational SSC school of 940 students</li> <li>➤ Supervisor for middle school in monitoring, mentoring and improving teaching and learning process</li> <li>➤ Supervising around 50 staff members for maintenance of organization policies</li> <li>➤ Preparing study material in mathematics for classes VI to VII to support IIT foundation classes</li> <li>➤ Preparing question papers/worksheets to conduct a common exam in all the 9 branches of the school</li> <li>➤ Encouraging student participation by organizing Science and Math exhibitions in the school</li> <li>➤ Actively involved in promoting inter school and intra school competitions</li> <li>➤ Organizing field trips and parent teacher meetings</li> <li>➤ Conducting staff meetings and training teachers</li> <li>➤ Dealing with health and safety issues in the school</li> </ul>	
<b>Date</b>	August 2000 – May 2003
<b>Location</b>	Hyderabad, India
<b>School</b>	Brilliant Grammar high school, Dilsukhnagar
<b>Position</b>	Mathematics teacher
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>➤ Teaching IIT foundation Mathematics for class VIII &amp; IX</li> <li>➤ Teaching SSC mathematics for classes VI to X</li> <li>➤ Actively involved in promoting inter school and intra school competitions</li> <li>➤ Providing guidance and support to students to participate in science exhibition</li> <li>➤ Conducting and supervising study hours after school hours</li> <li>➤ Attending parent teacher meetings</li> <li>➤ Attending teacher training workshops</li> </ul>	
<b>Date</b>	Feb 1998 – June 2000
<b>Location</b>	Hyderabad, India
<b>School</b>	Vidya Dayani Model High school
<b>Position</b>	Mathematics teacher
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>➤ Teaching SSC mathematics for classes VIII to X</li> <li>➤ Attending parent teacher meetings</li> <li>➤ Attending teacher training programmes</li> <li>➤ Providing guidance and support to students to participate in science fairs</li> <li>➤ Actively involved in promoting inter school and intra school competitions</li> </ul>	
<b>Date</b>	Jun 1996 – Jan 1998
<b>Location</b>	Nalgonda
<b>Company</b>	Alpha Public school
<b>Position</b>	Mathematics teacher
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>➤ Teaching mathematics for classes VIII to X of State syllabus</li> <li>➤ Responsible for progress and achievement of students</li> </ul>	

  
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➤ Attending parent teacher meetings to provide feedback on student performance

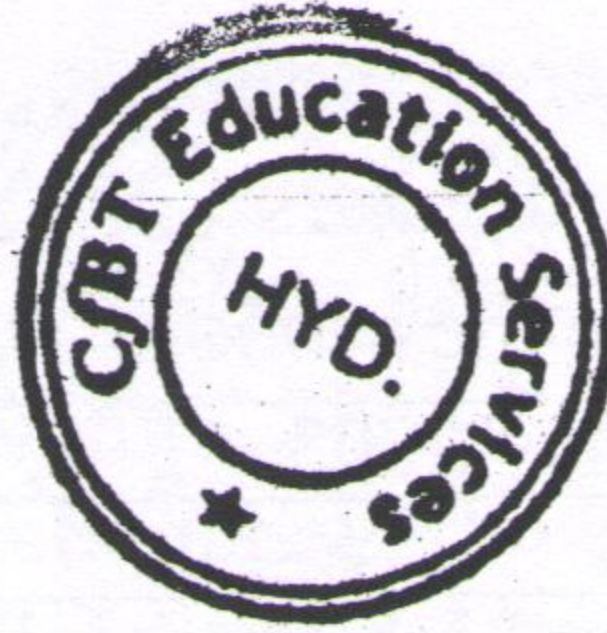
9. Languages:

(Indicate proficiency in speaking, reading and writing of each language by 'excellent', 'good' or 'poor'.)

Language	Reading	Speaking	Writing
English	Good	Good	Good
Hindi	Good	Good	Good
Telugu	Good	Good	Good

*M. V. Laxmi*  
Signature of Staff Member

Date: 03/01/2017



*[Signature]*  
19/6/17

*[Signature]*  
19-6-2017



## MANJEET SINGH

## CURRICULUM VITAE

## PERMANENT ADDRESS:

At-Barka Lauhar, PO: Farna, PS: Barahara,  
District: Bhojpur (Bihar)  
PIN-802315

Mobile +91 91559 20295  
Residence +91 91023 02277

Email: [manjeetnh@gmail.com](mailto:manjeetnh@gmail.com)

## REFERENCE:

1. Sunil Kumar Jha  
[Senior State Coordinator],  
UNICEF, Patna, Bihar  
Email: [suniljha1978@gmail.com](mailto:suniljha1978@gmail.com)  
Cell: +91 9939156701

2. Rupesh Kumar Sinha  
State Programme Manager cum Project  
Director, WOMEN DEVELOPMENT  
CORPORATION, Bihar,  
Email: [rupeshwdc@gmail.com](mailto:rupeshwdc@gmail.com)  
Cell +91 9955998005

3. Sanat Kumar Sinha  
Chief Coordinator, BalSakha,  
Patliputra Colony, Patna, Bihar  
Email: [balsakha@yahoo.com](mailto:balsakha@yahoo.com)  
Cell: +91 9837605507

## Other details:

Marital status: Married

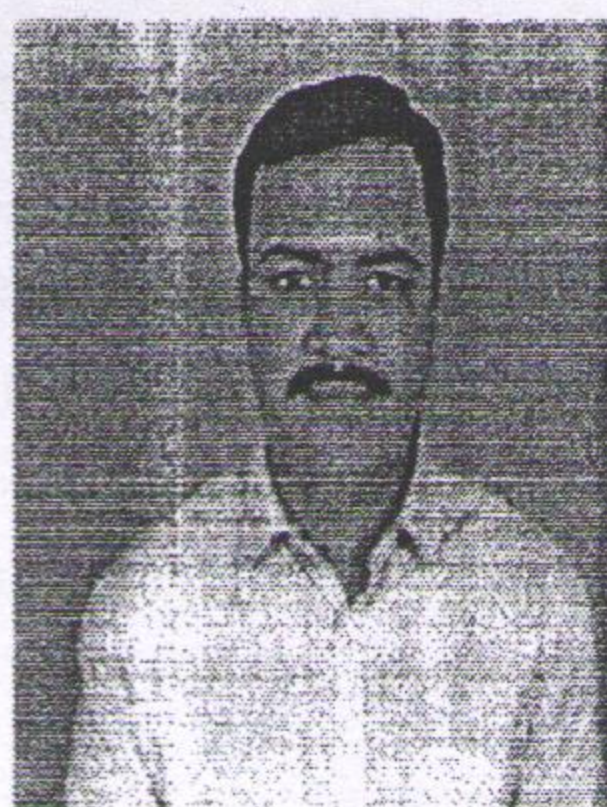
Father name: (Late) Shiv Neoh Singh)

Date of Birth: 6<sup>th</sup> day of June in 1979

Languages known: Hindi and English

Optimist and Pragmatic

Proactive and Street smart



## Objective

Looking for challenging career, where there is scope for demonstration, always on a look out for a positive & bigger outlook, Currency are ideas, thrive on Imagination & Passion, Rigorous thinking and boundless curiosity, Sets levels & standards that exceed expectations, Have fun attitude is everything, Bottom line rises with the Organization, *A Learner for Life.*

## Academic qualification

- Master's degree from Veer Kunwar Singh University, Ara (Bhojpur) with 61% in the year 2005 with specialization in subject English
- Bachelor's degree from Veer Kunwar Singh University, Ara (Bhojpur) with 61% in the year 2000 with specialization in subject English
- Intermediate from BIEC, Patna
- Matriculation from A.I.S.S.E., New Delhi

## Technical Qualification

- Six months Diploma Course in Diploma in Computer Application, ARA (Bihar)

## Professional Abridgement

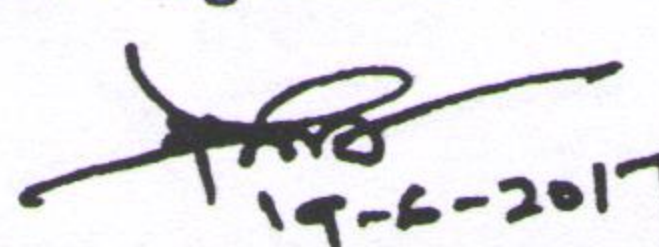
- ✓ Adept at working independently and leading a team to meet target sighted by the organization.
- ✓ Enjoy strong networking in the organization and creative & innovative ideation abilities.
- ✓ At ease with deadlines and high-pressure situations.
- ✓ Strong Analytical, problem solving and organizational abilities. Possess a flexible and detailed oriented attitude.

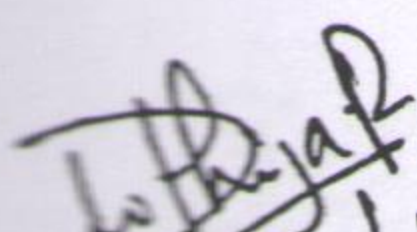
Currently working with: UNICEF, Ranchi, Jharkhand

Date: September 2016 to 31<sup>st</sup> December 2016, Position held: State Coordinator - Inclusive Education

## Responsibilities:

- ✓ Technical assistance towards financial and human resources management for Education Programme in Jharkhand"
- ✓ Support Inclusive Education under SSA and RMSA
- ✓ Develop a frame work for strengthening Inclusive Education
- ✓ Support development of SSA/RMSA/TE plan develop with focus on CFS, ABL and TE
- ✓ Documentation of good practices

  
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- ✓ Supported Bhasha Puliya – PSE training in 6 districts and initiate PSE in Anganwadi Centers
- ✓ Support in developing M&E framework for tracking progress of PSE
- ✓ Support the strengthening school readiness of children for their entry in primary schools
- ✓ Support capacity building of Anganwadi Sevikas at state and district level
- ✓ Support strengthening Early Childhood intervention and Child-friendly Anganwadis initiatives in Jharkhand.

**Job history:**

**3. India Literacy Project (ILP)**

India Literacy Project is development support organization based in the USA by a group of Non-Resident Indians, with its mission to be 'A Catalyst for 100% literacy in India', and works in partnership with local Non-Governmental (NGOs) and networks in India to play the role of a catalyst.

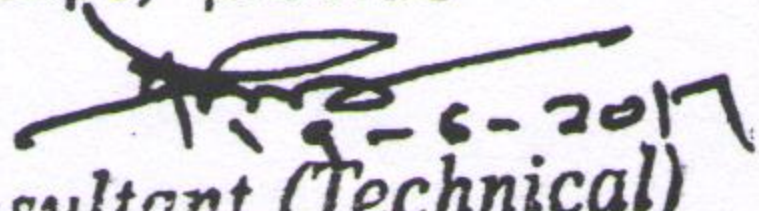
**Position: Program Coordinator - Bihar Region (Bihar & Jharkhand), Date: Jan 2015 to August 2016**

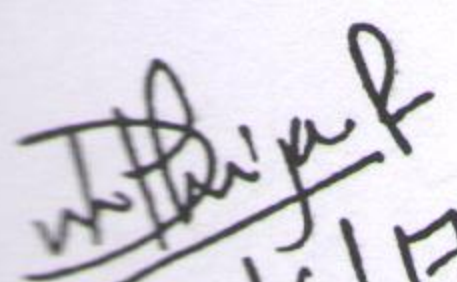
**Responsibilities: Partnership and Project Management**

- ✓ To assess partner staff capacities, identify strengths and gaps and support to develop and implement remedial measures in Bihar Region that includes Bihar, Jharkhand and any other states specified by ILP.
- ✓ To recommend timely project design and budget amendments based on field realities and other related factors
- ✓ To assess project progress by conducting regular desk-review, conference calls and field visits and provide written analytical report to Programme and Head- Programme Management and Development
- ✓ Identifying training needs and supporting capacity-building of partner organizations.
- ✓ To support partners to promote child friendly and gender sensitive systems and policies
- ✓ Conduct baseline, mid-term, end-line and related studies in coordination with M&E, Knowledge Management units, external consultants
- ✓ To support the partners to continuously engage with community, CBOs, PRIs and others that leads to educational initiatives beyond project-term
- ✓ To support the partners to continuously engage 'evidence-based discussion' with education and ICDS system at block and district level and where possible with District administration. It is expected that our pilot initiatives get embedded in the system over time.
- ✓ To encourage partners to participate in education, child rights' and allied networks to learn from others and also share their experiences.
- ✓ To appraise the developments in the field and discuss the key issues with the NGO Chief functionaries periodically.
- ✓ To report ILP team on the status on each project on a regular basis including suggestions to improve the ground situation.
- ✓ To network with other NGOs, networks and advocacy groups working on child rights, RTE and other issues in the state of Bihar and share the work of ILP as well as learn from their experiences.
- ✓ To follow-up with any specific campaign or program that ILP may guide or wanting to implement or take up with NGOs in Bihar region.
- ✓ If required, take up liaison with State Government departments related to children, education and social welfare and also deal with specific donors as advised by ILP from time to time.

**Documentation and Knowledge Management:**

- ✓ To regularly document success stories, take photos and short mobile video clips, provide information for Facebook, Tweet and website of the project
- ✓ Prepare case studies / success stories, anecdotes for internal usage.
- ✓ Preparing report to back donors.

  
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- ✓ To oversee periodic conduct of learning assessment and based on the results lead the process of strategy adaptation, capacity building and such other measures that will sustain and accelerate child learning.

In addition I also have secondary responsibility for the following:

- Help ILP team in organizing Partners meetings, training programs or other such events for partners in Bihar region
- Attending training programs or meetings or discussions anywhere in India on behalf of ILP.
- Any other work assigned from time to time by ILP HQ, which are connected with ILP and are incidental to attain the objectives of ILP.

## 2. Going to School, Bihar (be! schools)

Going to School is a creative not-for-profit education trust based in New Delhi, India that works to equip people with the skills they need to solve poverty, unemployment and inequality. To this end Going to School designs stories to teach India's poorest young people entrepreneurial skills at school. Our stories are movies, TV, Radio, Graphic novels, APPS and Digital games. We work in 1,259 government schools.

Date: April 2011 to January 2015, Position: Regional Program Coordinator & Program Manager,  
Regional Program Coordinator Date: April 2011 – April 2012

Responsibilities:

- ✓ Overall implementation of the programs in 6 districts of Bihar and manage a team of 12 district Coordinators in 6 districts of Bihar,
- ✓ Work with Government District Officials, school Head Teachers / Principal and School teachers ensure that the annual program goals are met.
- ✓ Mastering the Curriculum- 10-15 skill books, Making the sets for training sessions, ensuring all required equipment for training and testing is arranged for registration
- ✓ Monitoring the schools on weekly basis and ensuring that the evaluation is conducted systematically every academic year and receiving daily feedback from teachers and students

Position: Program Manager, May 2012 – January 2015

Responsibilities:

- ✓ Lead operations and strategy for end-to-end management of teachers trainings across Bihar and Jharkhand in 16 and 24 districts respectively
- ✓ Planning, implementing different cross functional tasks from program, finance and M&E elements of work including coordination of testing books/tools/games, baseline and end line surveys, budgeting, shoot for children, planning/managing tasks with content team and research, planning pre & post production for scrappy news service Be! Radio.
- ✓ Program implementation coordinating and ensuring delivery of books and schools go to 2000 schools, monitoring quality, and field strategy with fresh ideas for making things happen at the ground level. Thinking out of the box, managing team aspirants and motivations
- ✓ Meet people requirement targets by recruiting, scheduling, orientating, training, assigning, counseling employs communicating job expectations, planning, monitoring, appraising and reviewing compensation action, enforcing policies and procedures as prescribed by the organization
- ✓ To identify possible significant state level events, possible collaborations/networks or alliances. With guidance from the Chief Operating Officer, develop strategies to ensure Going To School's presence/leadership. Plan and coordinate any significant state level events/collaborations with the engagement of Senior Technical Advisors/technical advisors.

1. BalSakha, Patna (an NGO for the protection children's rights) Positions Held: Team Member, Health Facilitator, Legal Facilitator, Drug Facilitator, Dates: From June, 2004 to 31st March, 2011  
Responsibilities: Team Member, CHILDLINE – from June, 2004 to May 2005

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Development Corporation Ltd., Patna.

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- ✓ Facilitated Stakeholders meet under National Initiative on Child Protection for Police Personnel, Media personnel, PCO owners, Shop keepers and other allied groups.
- ✓ Counseling - Successfully handled the issue of runaway child and child in distress by counsel 1-1 i.e., child and the family from where the child belongs too.

**Responsibilities: Health & Drug Facilitator-- from June 2005 to May 2007**

- ✓ Strong linkages established with The Medical Association, The Chemists and Druggist Association and the Medical Representatives Association for organizing Health Camps at different Junctions for treatment and distribution of medicines.
- ✓ Serve as contact for Field level implementation with Health providing segments in the city.
- ✓ Mapping of the civil society Organizations, which are working in the Health, Water Sanitation and nutrition sectors in the city.
- ✓ Liaise with different organizations working on the issues of drug de-addiction.
- ✓ Responsible for conducting 10-days Motivation camp, Parent-children Get-together program and Drug awareness camp for the children who are in / any sort of addiction residing at Patna Junction. Organized.

**Responsibilities: Legal Facilitator in Legal Aid Cell – from June 2007 to May 2010**


- ✓ Strong Network and linkages established with the inter-state NGOs working on Child Protection at source, transit and destination points of displacement in India and across border through conducting Strategic Planning Workshop to combat trafficking of women and children.
- ✓ Established strong Network between NGOs and like-minded groups through conducting State Level Consultation Meet.
- ✓ Conducted State Level Need Assessment Consultation meet with Justice Delivery System comprising of Magistrates, Advocates and Juvenile Justice Boards Members to capacitate about the power and limitations of JJ Act, 2000 and identify the gaps of Justice Delivery System
- ✓ Facilitated Bal Samwad Adalat at Patna.

**Other key activities performed at Bal Sakha:**

- ✓ Contribution in designing and development of project proposals, preparing quality reports and documentation for the support agencies, monitoring and review of the project activities. Support the Program director on all documentation & report writing requirements including collecting necessary information from internal and external sources, carrying out primary / secondary research, analysis as and when required, consolidating all information and presenting them in the desired format (reports, proposals etc.), maintaining accurate and updated records for quick and easy reference at later stages, ensuring that any compliances with respect to Program are adhered to.
- ✓ Providing technical expertise to the project team at field, development of learning programs for the project team working at field level.
- ✓ Fulfilled any other responsibilities assigned by the Program Director from time to time.
- ✓ Assessing and helping in addressing the need of Districts for Technical Assistance on the implementation of the JJ Act.

**Training and Seminars attended –**

- ✓ Attended 5-days training workshop on counseling in RRTC, SAMARITANS, Kolkata in February 2005, organized by National Institute for Social Defense,
- ✓ Attended 2-days orientation workshop on HIV/AIDS in SPYM, New Delhi in July 2006 organized by, organized by National Institute for Social Defence,
- ✓ Attended 3-days orientation workshop on Child Rights and juvenile Justice Act, 2000 and amendment Act 2006, in July 2008, in Lucknow (U.P), organized by NIPPCD(National Institute of Public Cooperation for Child Development), Govt. of India.
- ✓ Attended 04-days training program on counseling in NICCPD, Lucknow
- ✓ Successfully completed a project to prevent the trafficking of children termed "SAMBA" in Social Welfare department supported by UNICEF, Bihar from Jan 2009 to June 2009

  
 19-6-2017  
**Chief Consultant (Technical)**  
 Bihar Social Welfare Infrastructure  
 Development Corporation Ltd., Patna

ANJEET SINGH

Manoj Singh

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**Name of Work : Hiring of an Agency to support school management committee (SMC)**

**Minutes of Negotiation as on 19th June 2017**

1. These negotiations were for providing the consultancy services for **Hiring of an Agency to support school management committee (SMC)** between BSEIDC and Miss **Dwithiya Raghavan** (authorized representative for the bidder). The list of attendees is appended at the Annexure.
2. The terms of reference for the work and the proposed methodology by the consulting firm for the entire scope of work were discussed. BSEIDC also confirmed the input commitments from its side, and the special conditions of the contract. The authorized representative of the bidder confirmed that the bidder is clear about the scope, and agrees with delivering on the same. There was no change made in the terms of reference and the scope, and these were agreed by both parties.
3. The authorized representative of the bidder was clearly informed that substitution of key experts is not permissible. It was agreed between the parties that they will strive not to change any key experts. During the negotiation, the consulting firm's representatives confirm the entire availability of all experts informed in its technical proposal.
4. The financial proposal of the bidder consisted of a price of Rs. 32,87,500 (Rupees Thirty two lakh eighty seven thousand five hundred only) inclusive of all taxes. BSEIDC and the authorized representative of the bidder agreed that this price will be set for delivery of the entire scope of work as laid out. The contract will be awarded for the price in the proposal (Rs. 32,87,500 inclusive of all taxes)

*Dwithiya R*  
*19/6/17*

*[Signature]*  
19-6-2017  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna



### SECTION 3: TECHNICAL PROPOSAL

### TECHNICAL PROPOSAL SUBMISSION FORM

[Hyderabad, 04-01-2017]

To: *The Bihar State Educational Infrastructure Development Corporation Ltd*  
 Acharya Shivpujan Sahay Path,  
 Bihar Rashtrabhasha Parishad Campus,  
 Shiksha Bhawan, Saidpur, Patna-800004

Dear Sirs:

We, the undersigned, offer to provide the consulting services for *Hiring of an Agency to Support School Management Committee (SMC) Training* in accordance with your Request for Proposal dated [26/12/2016] and our Proposal. We are hereby submitting our Proposal, which includes this Technical Proposal, and a Financial Proposal sealed under a separate envelope.

We hereby declare that all the information and statements made in this Proposal are true and accept that any misinterpretation contained in it may lead to our disqualification.

If negotiations are held during the period of validity of the Proposal, i.e., before the date indicated in Paragraph 8 of Instruction to Consultants (ITC), we undertake to negotiate on the basis of the proposed staff. Our Proposal is binding upon us and subject to the modifications resulting from Contract negotiations.

We undertake, if our Proposal is accepted, to initiate the consulting services related to the assignment not later than the date indicated in Paragraph 15 of ITC.

We understand you are not bound to accept any Proposal you receive.

We remain,

Yours sincerely,

Authorized Signature [In full and initials]:

*G V S Prasad*

*G*

Name and Title of Signatory: G V S Prasad, Executive Director

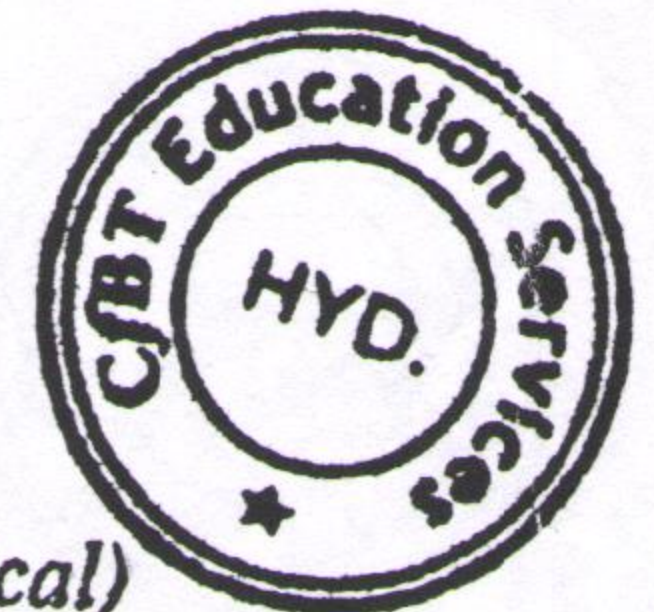
Name of Firm: CfBT Education Services

Address: 10-3-300, NRI House, Humayun Nagar, Hyderabad- 500028

1 [Delete in case no association is foreseen.]

*G V S Prasad*  
19/6/17

*G V S Prasad*  
19-6-2017  
 Chief Consultant (Technical)  
 Bihar State Educational Infrastructure  
 Development Corporation Ltd., Patna



**FORM F-1 ASSIGNMENTS OF SIMILAR NATURE  
SUCCESSFULLY COMPLETED DURING LAST 3 YEARS**

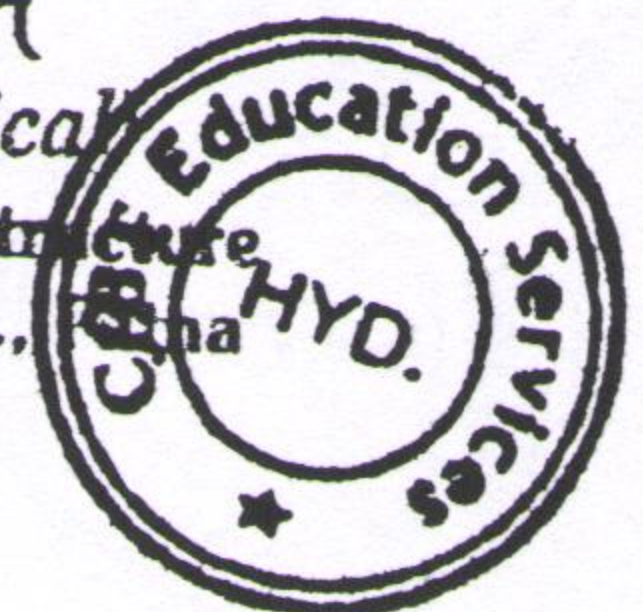
1. Brief Description of the Firm/Organization: CfBT Education Services (CfBT) is the Indian affiliate of the UK based charity Education Development Trust who has been helping policymakers keep their promises for almost 50 years. We understand that delivering reform is much harder than it looks and we offer our partners high impact solutions which break through system complexities to transform learning outcomes for every child

2. Outline of recent experience on assignments of similar nature:

<u>Sl.No.</u>	<u>Name of assignment</u>	<u>Name of project</u>	<u>Owner or sponsoring authority</u>	<u>Cost of assignment</u>	<u>Date of commencement</u>	<u>Date of completion</u>	<u>Was assignment satisfactorily completed</u>
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
1	Community Accountability	Vidya Chaitanyam	Sarva Shiksha Abhiyan (erstwhile Andhra Pradesh)	INR 20800000	2011	2014	Yes
2	Community Accountability	English Language and Community Accountability	Tata Trusts	INR 14300000	2015	2018	Ongoing
3	RTE training	Audit of the Right to Education	Center for Civil Society	INR 700000	2011	2012	Yes

*J. Thirajal*  
19/6/17

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**TECHNICAL PROPOSAL -Form F2**  
**Comments and Suggestions on the Terms of Reference and on**  
**Counterpart Staff and Facilities to be Provided by the Client**

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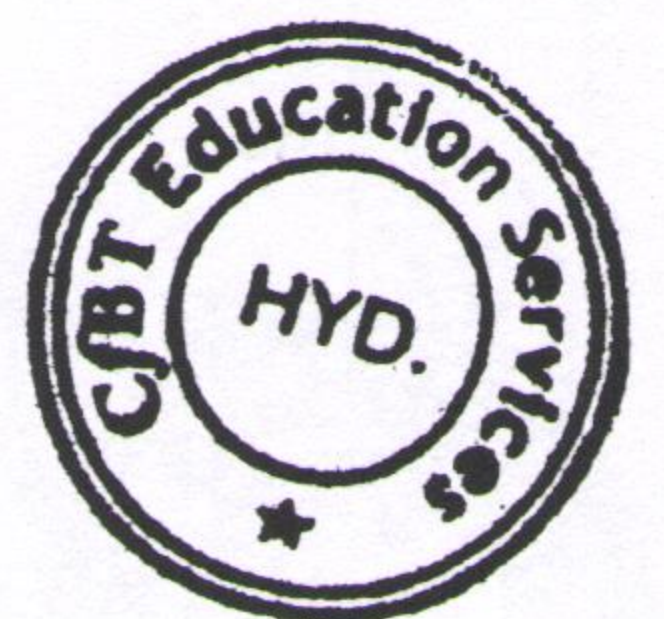
**A - On the Terms of Reference**

*[Present and justify here any modifications or improvement to the Terms of Reference you are proposing to improve performance in carrying out the assignment (such as deleting some activity you consider unnecessary, or adding another, or proposing a different phasing of the activities). Such suggestions should be concise and to the point, and incorporated in your Proposal.]*

Nil

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## TECHNICAL PROPOSAL -FORM F-3

### METHODOLOGY AND WORK PLAN TIME SCHEDULE

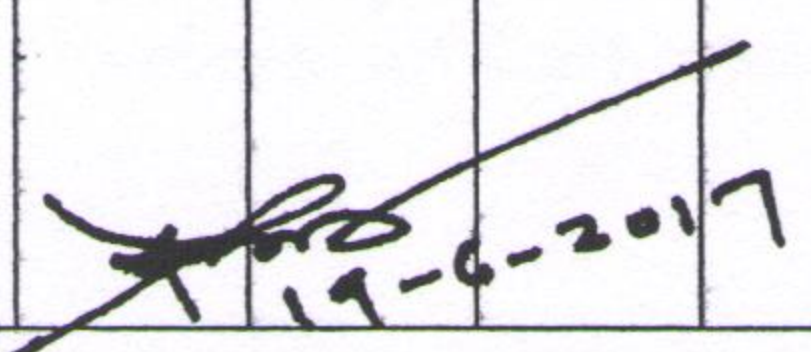
- A. A short note on the line of approach and methodology outlining various steps for performing the study.

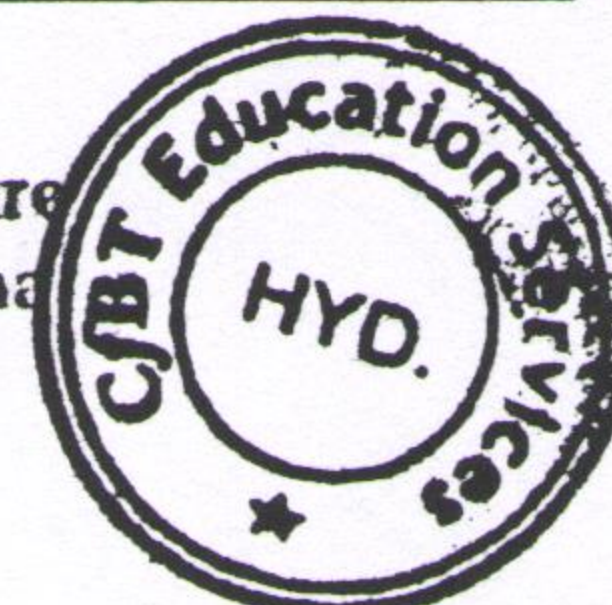
To deliver the agreed three outputs, CfBT will

- Lead on the design of a new training module for the SMC members, that is contextual and caters to the needs of the local communities. (A detailed brief will also be provided to SCERT on the development of audio video (AV) materials for use in the training. The AV materials will however be developed by an externally chosen vendor)
- Select and capacity build the Master trainers in the target blocks on the delivery of the training to the trainers of the SMCs, use of the scorecard monitoring tool, including how to approach head teachers, observe activity and record data
- Collaborate on the design of a simple scorecard which set out some basic quality criteria for schools and which acts as an important tool to guide community expectations of the dimensions of school quality and to support discussions with SMCs

B. Work plan

SL. No.	Item	Monthwise Program											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Participation in workshop on design of SMC training module												
2	Leading on the design of the module for SMC training												
3	Providing a brief to the AV designer on the												

  
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 19/6/17

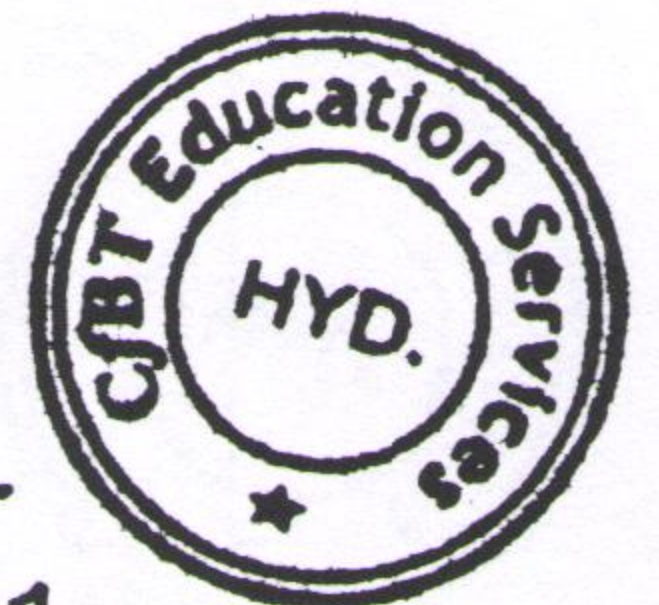
	materials required for the training												
4	Finalisation of the school quality indicators to be included in the School Score Card												
5	Submitting the training module to SCERT for feedback and approval												
6	Selection of Master Trainers												
	Capacity building of Master trainers												

C. Compilation and submission of reports

Serial No	Name of the Report / output	Date of proposed submission
1	Inception Report	31 <sup>st</sup> January 2017
2	Draft final report	15 <sup>th</sup> March 2017
3	Final report	31 <sup>st</sup> March 2017

*Amend details as appropriate*

*19/6/17*



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## TECHNICAL PROPOSAL-FORM NO.F-4

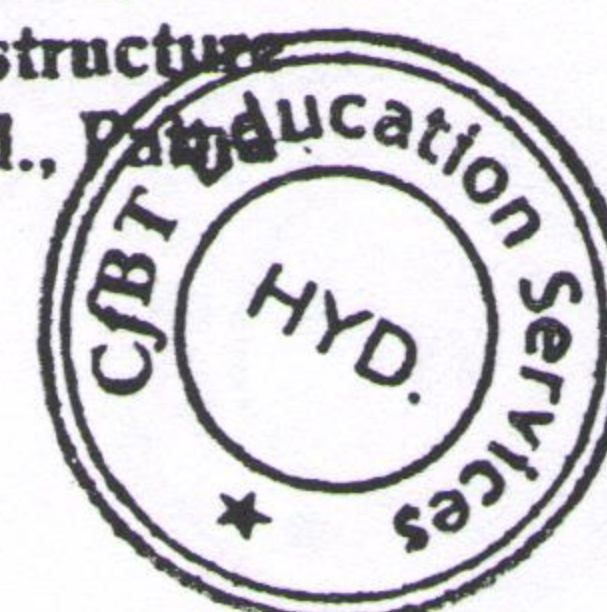
### Composition of the Team Personnel and the task which would be assigned to each Team Member

1. Technical/Managerial Staff

Sl.No.	Name	Position	Task assignment
<u>1</u>	Dwithiya Raghavan	Technical Support Consultant	Lead on the design of the module and provide brief to the AV consultant on the development of materials for training.  Lead the discussion on the selection of the school quality indicators for the School Score Card.
<u>2</u>	Vardhana Lakshmi	Technical Support Consultant	Support on the design of the training module and lead on the training of the Master Trainers.
<u>3</u>	Radhika S	Technical Support Consultant	Support on the design of the training module
<u>4</u>	To be recruited locally in Bihar. CV will be enclosed once the candidate is finalised	Project Manager	overall coordination, planning and logistics, till the training of the master trainers is complete. Support the technical support consultants on the development of the module, primarily with ensuring the Hindi is accurate and representative of the way the language is spoken in Bihar  Liaise with the audio video consultant on the brief provided by the Technical Support consultants and ensure that these are translated accurately into the development of the audio video

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			materials
<u>5</u>	Michael Latham	Project Advisor (International)	Review and edit the training module designed. Support in the finalization of the School Score Card Indicators

2. Support Staff

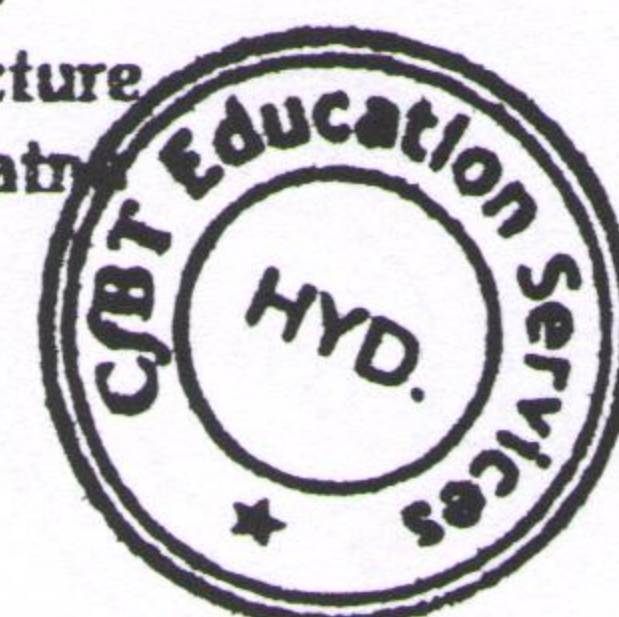
Sl.No.	Name	Position	Task assignment
<u>1</u>	Kasi Visweswara Rao	Finance and Administrative support	Coordinating travel and accommodation logistics and supervision of printing of the sample training modules.

**TECHNICAL PROPOSAL FORM F-6****WORK PROGRAM AND TIME SCHEDULE FOR KEY PERSONNEL****MONTHS**

Name	Position	Months												Total Number of Person Days
		1	2	3	4	5	6	7	8	9	10	11	12	
Radhika S	Technical Support Consultant	5	5	5										15
Dwithiya Raghavan	Technical Support Consultant	15	15	15										45
Vardhana Lakshmi	Technical Support Consultant	15	5	10										30

*[Signature]*  
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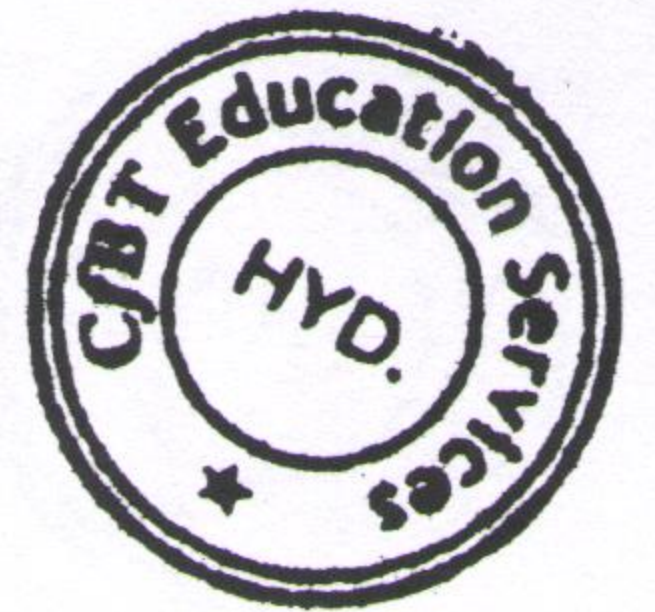


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Michael Latham	Project Advisor	2	1	2														5	
To be recruited in Bihar	Project Manager	22	22	22															66
TOTAL		59	48	54															161

Field Full Time 1 Part time 4

Activities Duration Total = 161 person days over 3 months from January 2017 to March 2017



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17-6-2017  
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Development Corporation Ltd., Patna



**RAJIV VIDYA MISSION (SSA), ANANTHAPURAMU**

<p>From Sri K.S. Ram Rao, M.A., B.Ed., Project Officer, Rajiv Vidya Mission(SSA), Ananthapuramu.</p>	<p>To The State Project Director. Rajiv Vidya Mission(SSA), Andhra Pradesh, Hyderabad.</p>
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**Lr.Rc.No.3046 /A4/RVM/SSA/2013, Dated:08-01-2014.**

Madam,

**Sub:** RVM(SSA), Ananthapuramu – CFBT Education Services, Hyderabad – Project on Supportive Community involvement in school based Management on Vidya Chaitanyam covering 07 Mandals renewal of the Project for 2<sup>nd</sup> year payment 2<sup>nd</sup> installment of Project cost – certain information submitted – Regarding.

**Ref:**

1. Proc.Rc.No.3735/RVM(SSA)/C8/2012, Dated:16-08-2013 of the State Project Director, RVM(SSA), A.P., Hyderabad.
2. Lr.No.Nil, Dated:28-01-2013, 02-07-2013 of CFBT, Hyderabad.
3. This office Lr.No.3046/A4/RVM(SSA)/2013, Dated:15-07-2013.

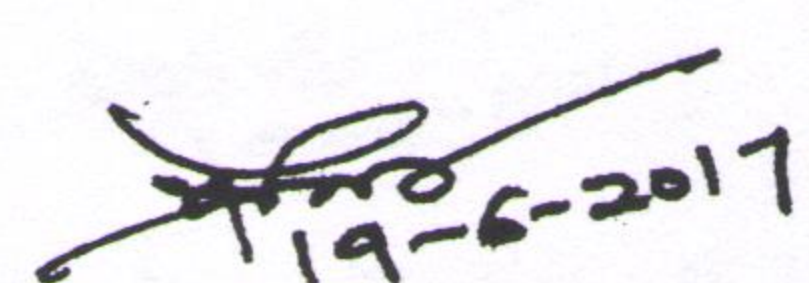
& & &

I invite kind attention to the notice of the State Project Director that the remaining 50% of the cost for the 2<sup>nd</sup> year i.e., 2013-14 amounting of Rs 18, 08, 150.00 (Rupees Eighteen lakhs Eight Thousand one Hundred and Fifty only) was not paid to CfBT Education Services, Hyderabad for want of budget under "Community Mobilization" and also requested to clarify the head of account from which this cost can be met with.

The project has successfully set up functional SMCs in all the project schools and also enrolled out of school children in different government schools. Few other points mentioned below are brought to your notice.

1. The outcomes of the project have been reviewed based on the review programme; after which the budget was released for 1<sup>st</sup> year and 1<sup>st</sup> half of 2<sup>nd</sup> year. The same was not received for 2<sup>nd</sup> half year of 2<sup>nd</sup> year.
2. The detailed breakup of the budget released for 1<sup>st</sup> year and 1<sup>st</sup> half of 2<sup>nd</sup> year are furnished here under.
  - a. An amount of Rs 28, 16, 750.00 under 2010-11 "Community Mobilization" has been released for 1<sup>st</sup> year.
  - b. An amount of Rs. 18, 08,150.00 under "Community Mobilization" CfBT sub component has been released for 1<sup>st</sup> half of 2<sup>nd</sup> year.

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**Bihar State Educational Infrastructure**  
**Development Corporation Ltd., Patna**

- c. The remaining amount of Rs. 18, 08, 150.00 is the budget that has been earmarked for the second half year and this has not been released though all the activities have been completed for the second year as per the Action Plan submitted to the department. I have gone through the Action plan, Targets and Achievements of the project all of which have been submitted to the SPD office too.

Performance Review

S. No	Activity	Remarks
1	Model SMC Meetings at Mandal level, School Complex level followed by School level SMCs with revised norms	Completed
2	Training all SMC members of project schools on using the school monitoring Instrument, the School Score Card	Completed
3	Training all SMC members to monitor SSA indicators in project schools	Completed
4	Strengthening SMCs in all project schools through active parental involvement	Completed
5	Preparation of RTE and SMC posters, distribution and dissemination to project schools and communities	Completed
6	Encouraging meritorious students on Academics, Attendance, Health & hygiene	Completed
7	Activation/strengthening of student Committees sharing of their role and responsibilities and awareness on child rights	Completed
8	Monitoring the schools for - Teacher and Student attendance, TLM usage, Students committees, SMC monthly meetings, provision of drinking water, toilet facilities	Completed
9	Documentation of all events, sharing with schools and with department	Completed
10	Orientation Program for school staff on - How to enroll OSCs in schools, utilization of MERC kits & resources	Completed
11	Symposium- wider dissemination of project activities and impact	Completed
12	Document all the activities in the 7 mandals and share with SSA/collect successful case studies/best practices	Completed
13	Review and feedback to the field staff, schools, sharing with department	Completed
14	Submission of monthly, term and annual reports of interventions and impact on SMCs	Completed

The project has achieved the above objectives.

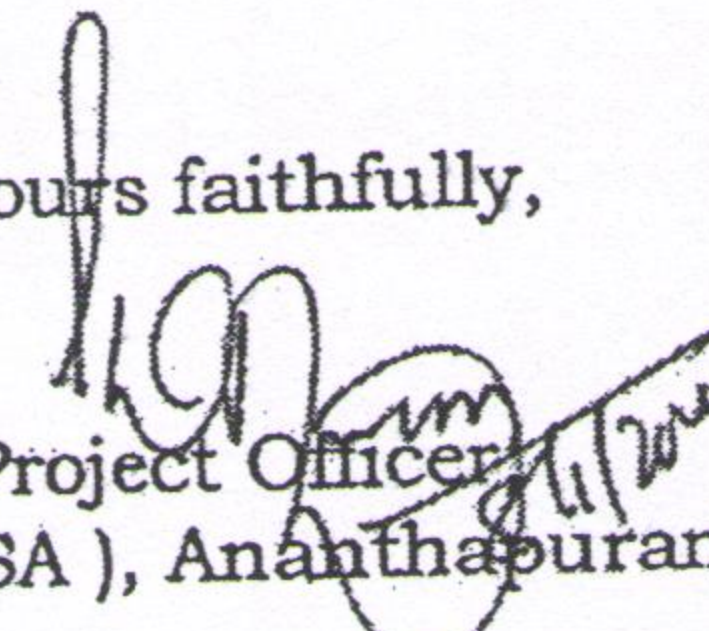
*J. P. Singh*  
19/6/17

*[Signature]*  
19-6-2017

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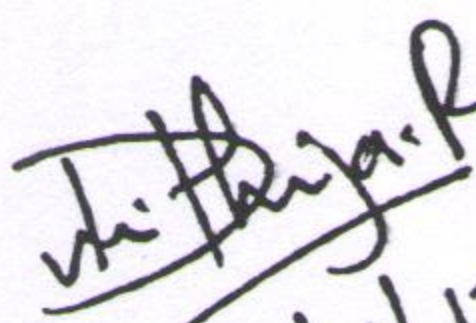
The above information has been submitted for your information. Kindly confirm the area/ head from which the project cost can be met with since the project duration has expired on 08/2013 as per MOU and the payment as per the MOU is yet to be made.


Yours faithfully,

  
Project Officer  
RVM ( SSA ), Ananthapuramu.

  
01/11/14



  
19/6/17

  
19-6-2017  
Chief Consultant (Technical)  
Bihar State Educational Infrastructure  
Development Corporation Ltd., Patna

**FINANCIAL PROPOSAL**  
**FINANCIAL PROPOSAL SUBMISSION FORM**

[Hyderabad, 04/01/2017]

To: *The Bihar State Educational Infrastructure Development Corporation Ltd*  
Acharya Shivpujan Sahay Path,  
Bihar Rashtrabhasha Parishad Campus,  
Shiksha Bhawan, Saidpur, Patna-800004

Dear Sirs:

We, the undersigned, offer to provide the consulting services for *Hiring of an Agency to Support School Management Committee (SMC) Training* in accordance with your Request for Proposal dated 26/12/2016 and our Technical Proposal. Our attached Financial Proposal is for the sum of INR 3287500, Rupees Thirty two lakh eighty seven thousand five hundred only inclusive of all taxes.

Our Financial Proposal shall be binding upon us subject to the modifications resulting from Contract negotiations, up to expiration of the validity period of the Proposal, i.e. before the date indicated in Paragraph 8 of ITC.


We hereby certify that we have taken steps to ensure that no person acting for us or on our behalf will engage in bribery.

We undertake that, in competing for (and, if the award is made to us, in executing) the above contract, we will strictly observe the laws against fraud and corruption in force in India namely "Prevention of Corruption Act, 1988".


No commissions or gratuities have been or are to paid by us to agents relating to this Proposal and Contract execution

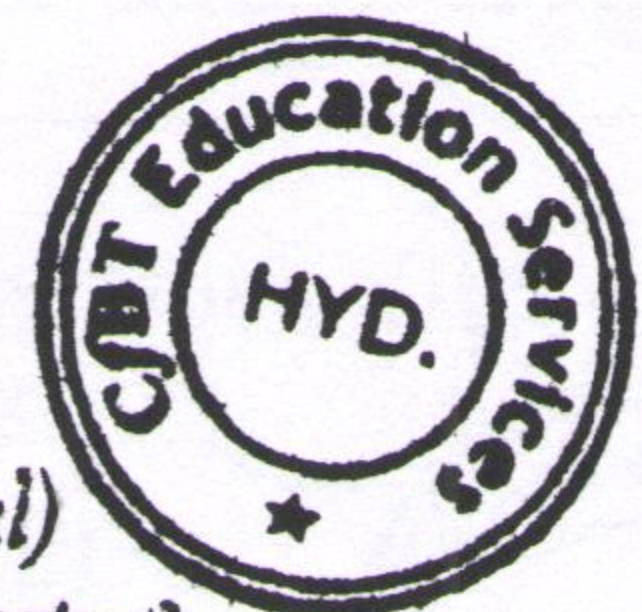
We understand you are not bound to accept any Proposal you receive.

We remain,  
Yours sincerely,

Authorized Signature [*In full and initials*]:   
Name and Title of Signatory: G V S Prasad, Executive Director  
Name of Firm: CfBT Education Services  
Address: 10-3-300, NRI House, Humayun Nagar, Hyderabad- 500028

1 If applicable, replace this paragraph with: "No commissions or gratuities have been or are to paid by us to agents relating to this Proposal and Contract execution."

  
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Development Corporation Ltd., Patna



*19/6/17*

**FINANCIAL PROPOSAL – FORM F 7**  
**COST ESTIMATE OF SERVICES**

**Remuneration of Staff**

<u>Staff</u>	<u>Name</u>	<u>Daily (Monthly) Rate in Rupees</u>	<u>Working Days</u>	<u>Total Cost In Rupees</u>
a) Technical Support Consultant	Dwithiya Raghavan	20000	45	900000
b) Technical Support Consultant	Vardhana Lakshmi	15000	30	450000
c) Technical Support Consultant	Radhika S	15000	15	225000
d) Project Adviser	Michael Latham	52000	5	260000
e) Project Manager	To be recruited in Bihar	80000 (monthly)	3 months	240000
Sub Total Staff Cost				2075000

**Out-of-Pocket Expenses:**

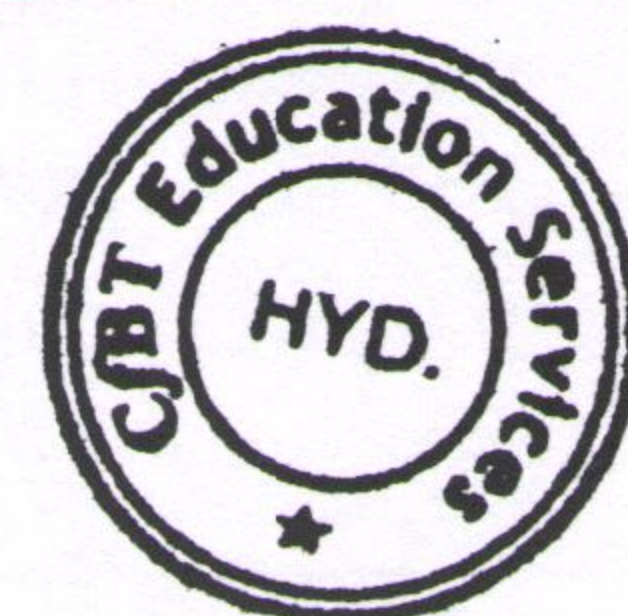
Item	Rate per unit (specify)	No of units	Cost
Per diem for staff*	4750	40	INR 190000
Air travel	25000	15	INR 375000
Local transportation	500	100	INR 50000
Others (specify)@ Printing and communication	3250	20	INR 65000
Training cost	3550	150	INR 532500
<b>Sub total</b>			<b>INR 1212500</b>

Summary

Sub total –staff	<b>Rs 2075000</b>
Su b total- Out of Pocket expenses	<b>Rs 1212500</b>
<b>Grand total</b>	<b>Rs 3287500</b>

\* per diem is fixed per calendar day@ to include reporting costs, communication, office expenses, portorage,in-out expenses, airport taxes and such other travel-related expences as applicabile

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## CfBT Education Services

10-3-300, NRI House,  
Main Building, Humayun Nagar,  
Hyderabad - 500 028.  
INDIA. Tel. : +91-40-66259722/33/44  
e-mail : info@cfbtes.com  
www.cfbtes.com

16<sup>th</sup> June 2017

To,

Mr. Senthil Kumar,

MD, Bihar State Education Infrastructure Development Corporation

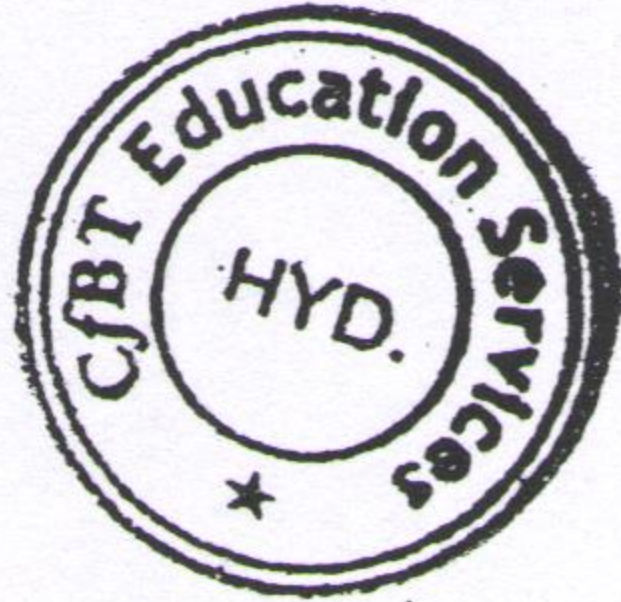
Patna.

**Sub: Authorisation to sign on behalf of the organisation**

I, G V S Prasad, Executive Director of CfBT Education Services authorise Dwithiya Raghavan to participate in the negotiation meetings on behalf of the organisation and to sign the draft agreement with BSEIDC for the School Management Committee training work that is currently under discussion.

Regards,

GVS Prasad

  
19-6-2017

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