



***Request For Proposal (RFP)***

*for*

***Selection of Agency for English language development  
project for students, teachers and mentors to be  
implemented in tribal schools of Maharashtra.***

Tender Notification No.: T RTI/2022/ENGLISH/DESK-04/958 01/03/2022

**Issued By**

**The Commissioner  
Tribal Research & Training Institute, Pune**



## Tribal Research & Training Institute

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TENDER No-TRTI / TRAINING INSTITUTE/MSPC/ PUNE/04/2021-22/ 758

Date: 01/03/2022

### **Request For Proposal (RFP) for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra**

Request For Proposal (in two bid system - Technical Bid & Commercial Bid) are invited for Request For Proposal (RFP) for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra

Interested registered training institute located at Maharashtra can submit their **Technical Bid & Commercial Bid** online on website <https://maharashtra.etenders.in>

| Name of the Service  | Estimated Number of Candidates | Tender Fee                                 | Earnest Money Deposit(EMD)                 |
|--|--------------------------------|--|--|
| Request For Proposal (RFP) for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra. | 2000-3000                      | Rs. 10,000/-<br>(Rupees TenThousands only) | Rs.3,000,00/-<br>(Rupees Three lacks only) |

#### Terms and Condition

1. The institute shall be selected based on the selection criteria decided by the TRTI, Pune
2. The Bid documents are available on website <https://maharashtra.etenders.in>
3. The interested bidders will have to register and enroll on website <https://maharashtra.etenders.in>
4. In case of any difficulties to enroll or to obtain digital certificate, bidders should contact  
**Account Officer, TRTI, Pune (email:- [trg.trti-mh@nic.in](mailto:trg.trti-mh@nic.in))**
5. The interested bidders will have to submit all the required documents by online submission.
6. **The Tender fees of Rs. 10,000/-** is required to be deposited online.
7. **The EMD of Rs. 3,00,000/-** is required to be deposited online.
8. The detailed bid document is available on the website <https://maharashtra.etenders.in>
9. Interested Institutes / bidders shall submit their bid on or before 15/03/2022, 17:00 hrs.
10. The advertisement is also available on TRTI, Pune website [trti.maharashtra.gov.in](http://trti.maharashtra.gov.in) for information only.
11. Right to reject any or all the Bids is reserved by The Commissioner, TRTI, Pune.

#### Notice:

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(Dr. Rajendra Bharud I.A.S.)  
Commissioner TRTI Pune

## Section-A: Invitation for Request For Proposal(RFP)

Tribal Research and Training Institute, Maharashtra State, Pune here in after referred to as TRTI, Pune invites online Request For Proposal(RFP), in two bid systems (Technical Bid & Commercial Bid) from Registered and Prestigious training institute located at Pune, for Selection of Training Institute to provide training to candidates to be sponsored by TRTI, Pune for Competitive Examination.

Submission of a proposal in response to this notice shall be deemed to have been done after careful study and examination of this document with full understanding of its terms, conditions and implications.

The complete bid document is available on the website of Govt. of Maharashtra <https://maharashtra.etenders.in> for the purpose of downloading. The downloaded bid documents shall be considered valid for participation in the electronic bidding process (e-Tendering) subject to the submission of required tender/ bid document fee and EMD.

To participate in online bidding process, Bidders must procure a Digital Signature Certificate as per Information Technology Act-4000 using which they can digitally sign and encrypt their electronic bids. In case of any difficulties to enroll or to obtain digital certificate, bidders should contact

### Section-2: Key Events & Dates

#### 1. Key Events and Dates

| Sr | SWD Stage        | Vend or Stage | Start                | End                 |
|----|------------------|---------------|----------------------|---------------------|
| 1  | Release Tender   | -             | 01/03/2022 11.00 Hrs | 15/03/2022 17.00Hrs |
| 2  | Pre- Bid Meeting | -             | 07/03/2022 14.00 Hrs | -                   |

#### 2. Other Important Information Related to Bid

| Sr. No. | Item   | Remark   |
|---------|--|--|
| 1       | Earnest Money Deposit(EMD)( To be paid online) | <b>Rs 3,00,000/- (Rs. Three Lakh only).</b>                                  |
| 2       | Tender Fee - ( To be paid online)              | <b>Rs 10,000 /- (Rs. Ten Thousand only).</b>                                 |
| 3       | Bid Validity Period                            | <b>One-hundred-and-twenty (120) days from the date of submission of Bid.</b> |
| 4       | Last date of signing contract                  | <b>As intimated in work order of TRTI, Pune.</b>                             |

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## **Section- B : Instructions to Bidders**

### **1. Background of TRTI, Pune**

Tribal Research and Training Institute, Maharashtra State, Pune (TRTI, Pune) is an Autonomous Institute of Tribal Development Department , Government of Maharashtra Registered under Bombay Public Trust Act, 1950, This proposal summarises potential project objectives, outcomes and activities that could be built into a five-year English language development project for students, teachers and mentors to be implemented in 1125 tribal schools of Maharashtra.

### **2. Purpose:**

#### **DEVELOPING ENGLISH LANGUAGE LEARNING AND TEACHING IN MAHARASHTRA TRIBAL SCHOOLS**

**The key objectives of the proposed project are as follows.**

- a To develop specified learning-centred approaches and techniques applicable to the teaching of English
- b To have a range of resources and activities available for the duration of the project and beyond, building teachers' awareness of the benefits of continuing professional development (CPD) to boost their skills, knowledge and classroom practice. This includes giving them opportunities to develop their English language proficiency through self-access resources and development of their autonomy as lifelong learners.
- c To develop their English language proficiency so that they can provide students with better
- d In addition to objectives (a) (b) and (c), these teachers will facilitate a Agency spoken English communication and life skills course for Class 9 -12 students in regular after-school clubs.
- e To attend regular after-school clubs in which they develop their spoken English communication and life skills, in alignment with their syllabi and the provisions of the draft New Education Policy (2019).
- f To select and train a cadre of 60 mentors, who will serve as a sustainable resource for the Government of Maharashtra to use to facilitate future teacher development activities, including mentoring, monitoring and evaluation and teacher training.
- g For 120 school principals and 220 APOs to become more aware of project objectives and how best they can support its implementation.

### **3. Proposed project model and activities:**

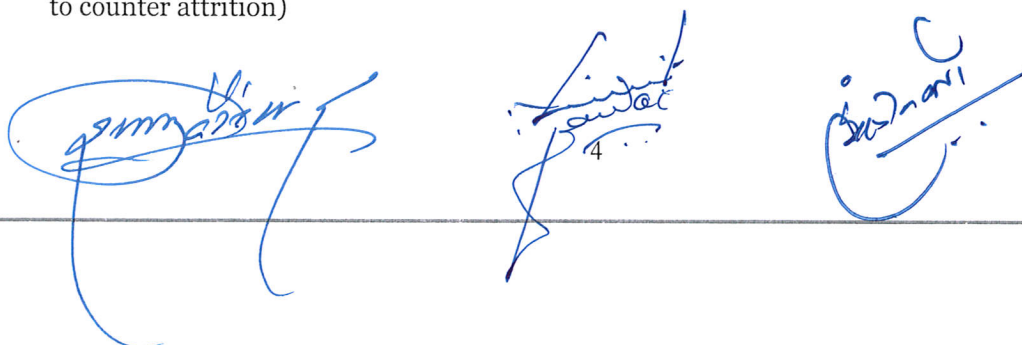
#### **3.1 Needs analysis/baseline study:**

Relates to all objectives. The Agency will conduct a needs analysis exercise across all four Additional Tribal Commissioner office (ATC) zones (Nashik, Thane, Amravati, Nagpur) in order to better understand stakeholders' needs, current levels and preferences. Students' and class 5-12 teachers' classroom performance will be captured in baseline assessments, so that future project impact can be measured and compared.

#### **3.2 Selection of teachers**

Using a combination of online registrations and telephonic interviews, the Agency will select 2000-3000 teachers from 1125 schools to participate in this project:

- one teacher of English per school for classes 5-12 (i.e. 2000-3000 teachers + 30 teachers as a buffer to counter attrition)



### 3.3 Training of teachers

Relates to objectives a, b, c, d. Teachers will be trained directly by Agency Training Consultants. Each course teachers will experience 05 days of inputs related to the objectives mentioned above.

Each course, 100 motivated teachers with digital access will take part in the Agency English for Teaching online course to develop their English language proficiency and classroom teaching approaches. This is a seven-week online course with live teaching, marked assignments, discussion forums and guided self-study. Teachers will have the opportunity to regularly attend customised webinars that focus on useful topics related to teacher education and English language teaching and learning.

### 3.4 Training of primary and secondary teachers

Relates to objectives d, e. In addition to the above training, the Agency will also train Class 5-12 teachers to deliver the Agency spoken English communication and life skills course. All teachers will attend 05 days soft skill training .

### 3.5 The Agency spoken English communication skills course

Relates familiarity with the content of the spoken English communication and life skills course, its objectives, its teacher notes and assessments. learning-centred teaching skills. to objective e. Class 5-12 students will experience one 60-hour course per year, delivered by their English teacher in after-school clubs. The course will build students' general English spoken communication skills, with a focus on specific life skills relevant to their further education and/or employability.

Teachers will follow Agency teacher notes, which give step-by-step guidance for how to deliver each lesson, using specified learning-centred activities and techniques so that students achieve specific learning outcomes related to their spoken English communication skills. Teachers will also regularly conduct the formative student assessments built into the course, giving them valuable experience of continued comprehensive evaluation and providing evidence of student progress during the course. This will help them to understand their students' needs and to adapt inputs accordingly.

For this to happen, the Government of Maharashtra will need to arrange for two hours per week in each school to take place in after-school clubs, in which students will participate in the course delivered by their English teachers.

### 3.6 Selection and training of 60 mentors

Relates to objective , the 60 most motivated and suitable teachers will be selected to be mentors, in which they will develop their mentoring and training facilitation skills. They will also participate in a range of shadowing and co- training tasks alongside Agency Training Consultants, for which they will need to be away from their regular classrooms. Mentors will take part in the Agency my English course to develop their English language proficiency.

### 3.7 Digital communities of practice

Relates to objectives a, b, c, d, f. Establishing communities of practice will enable teachers and mentors to share successes and challenges, discover CPD opportunities, discuss academic and logistic questions and provide support and encouragement for each other with input from the Agency academic team during the life of the project. We recommend using social media platforms such as Facebook and/or WhatsApp for hosting digital communities of practice.

### **3.8 Continuing professional development(CPD)**

Relates to objectives a, b, c, d, f. Agency training will raise teachers' and mentors' awareness of, and access to, a range of CPD opportunities and resources. These will include the creation of a set of short films to support teachers in delivering after-school clubs, and other Agency CPD resources

### **3.9 Briefings for school principals, Education Officers and parents**

Relates to objective g. In order for the project objectives to be achieved, it is vital that school principals, education officers and parents are aware of its objectives, its implications for classroom teaching and learning, school timetabling, and how they can support it. Agency therefore propose sharing video briefings with these audiences and will discuss with the TDD, Government of Maharashtra how else Agency can communicate regularly with these audiences. This could include face to face briefings, video briefings, and teachers conducting demo lessons in schools so that parents, principals and education officers can observe.

### **3.10 Participation at conferences**

Relates to objectives a, b, c, d, f, g., selected teachers and/or Government of Maharashtra officials will participate in a conference related to English language teaching .

### **3.11 Research publication**

Relates to some or all objectives, depending on scope., with a view to publicizing project successes and sharing best practices with a wider audience. The exact focus and format of this research will be finalised in partnership with the TRTI. Suggested focus areas to investigate could include one of the following ideas:

- the impact of after-school clubs on the employability and future life prospects of tribal children
- best multilingual teaching and learning practices in tribal contexts
- achieving measurable and sustainable teacher professional development in remote contexts.

### **3.12 End of project symposium**

Relates to all objectives. This will include speeches by dignitaries, workshops conducted by the Agency and mentors and a group of students performing activities to demonstrate project impact

Step 1 - Consultation: Work with us to identify skills gaps and learning goals for your organisation. Your consultation will be in English or your preferred language, if possible.

Step 2 - Design: We'll create scalable, customised learning programmes with relevant, immersive training for your employees.

Step 3 - Delivery: Our experienced trainers will deliver your course when you need it, and how you need it (face-to-face, blended or online).

Step 4 - Evaluation: We'll help you report on employee progress, training impact and return on investment (ROI), using our assessments, dashboards and reports.

### **Programme 1: Changing our teaching**

- Learner centred teaching moves the focus away from the teacher and onto the learners.
- Learners are actively involved in the classes. They build their knowledge with the support of the teacher and the other learners.
- One way of making classes more learner centred is asking learners to work in pairs and groups.
- The move towards learner centred teaching is supported by both central and state government policy in India.

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## **Programme 2: Planning your lessons**

- What are the main learning aims in the units you teach? What do your students need to do and learn? Divide your classes into different stages. For example, a friendly warmer to introduce the topic, a task to do while reading or listening, and some speaking practice post- reading/listening.
- Decide how long to spend on each activity, but be flexible. Move from what is already known to what is new.
- Aim to have a balance of different skills – listening, speaking, reading and writing – and a mix of working as a whole class or in pairs and groups. Think about which materials you will use for the different activities.

## **Programme 3: Pair and group work**

- Pair and group work can give all students a chance to participate and practise, so everyone gets to listen and speak. In large classrooms, this is the only way of getting all the students actively involved.
- Combine whole class activities, group work and pair work. The teacher's role changes during group work. While the students work in groups, the teacher quietly walks around and monitors.
- We can negotiate with other teachers if a lesson is going to be noisy, or we can use space outside. Working together, students feel more free, less fearful, and gain confidence in using English.

## **Programme 4: Pair work – a classroom visit**

- We visited a classroom and heard pair work in action. This can give all students a chance to participate and practise, and it can be very motivating.
- Start group tasks with clear instructions and a demonstration. Check the students have understood what they have to do. Give students roles in their groups: a monitor, a writer, a presenter, etc.
- Change the members of each group frequently, so they sit in different places and work with different students. This avoids 'back-benchers': students who always sit at the back of the class.

## **Programme 5: Developing teachers' English**

- Exposure to English on the TV and radio will enrich your language. Practising English regularly will build your confidence and fluency.
- Can you find other teachers of English to talk to? What books and magazines can you find to read? Could you do some regular writing or keep a diary? Don't be afraid of making mistakes when you are trying to improve your fluency.
- Can you build your vocabulary? Use a dictionary to learn new words and expressions and record them in a notebook.

## **Programme 6: Using English in class**

- Using English to organise and set up your lessons gives you a golden opportunity to give your students extra listening and speaking practice.

- For teachers who haven't tried using English when they are giving instructions, it is a good idea to do this in small steps. Get together with colleagues and make a list of useful expressions for teachers: open your books, form a circle, please raise your hand, etc.
- We can teach our students some useful expressions and encourage them when they try to speak to us in English. Reinforce your instructions with gestures and by writing the words on the board.
- Start some classes with speaking activities. Tell your students what you've been doing and ask them a few personal questions about their weekend and evenings – all in English.
- Decorating the classroom with lots of English signs, posters and the students' work can also make it clear this is an 'English space' and that it is the language to use.

### **Programme 7: Using the textbook creatively**

- The textbook is a useful tool, but add activities that make it more interesting and relevant to your students' contexts.
- Include opportunities for speaking and listening and students' active participation. Plan activities that link your classroom to the outside world.
- Use pictures from magazines and simple drawings to make posters and flashcards. Use them again in other classes or share with colleagues.
- Don't always start classes by opening the textbook. Use warm-up activities to get children interested. Plan extra activities to give them extra practice in the objectives of the textbook unit.

### **Programme 8: Activities to motivate**

- We heard about a group activity in which children make a chart about a favourite film, setting up a students' book corner, talking about books and writing short stories to put on the wall.
- We motivate our students by encouraging and praising them, by allowing them freedom to work creatively and actively.
- There are many motivating activities that you can do with your students for listening and speaking and for writing and reading: songs, games, quizzes, puzzles and competitions. Share your own ideas and materials with other teachers. Adapt them for the level of your classes and the things they need to practise.

### **Programme 9: Teaching reading**

- We can help our students by giving them activities before they read (pre-reading), while they are reading (while-reading) and after reading (post-reading).
- Students need to develop reading skills like predicting, reading to get the main idea (skimming) and reading for specific details (scanning).
- Before reading, we can discuss what might be in a text, help with some vocabulary, or write some questions we hope the text will answer.

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- We can ask a few general questions just before students read, to help them understand the main idea.
- To help with reading for details we can ask students to find dates, names or other information to answer questions or complete a chart. Or like Reeta, we can ask them to first predict the story and then to read it to find out if they were right.

### **Programme 10: Teaching listening**

- We spend a lot of time listening and we must help our students develop this skill. Always use as much English in class as possible, including instructions and talking to your students from the start of the lesson. This increases their exposure to English.
- Always give your students reasons for listening – set tasks before, during and after listening. This helps them focus.
- Regularly read stories or articles, and set up pair work discussions to get your students listening to you and each other. As with reading, we can practise skills like predicting, listening for gist, and listening for specific details.
- Look for a variety of sources for listening. Invite other teachers or visitors to your class occasionally, or try to use a mobile phone or computer to record and play audio in class.

### **Programme 11: Supporting each other**

- We should find ways of regularly meeting other teachers to discuss problems, plan lessons, make materials and share resources. Don't wait for experts from outside – find solutions that will work for you.
- Teachers working in the same area can meet regularly to discuss teaching approaches and develop their English.
- Teachers can help each other by doing friendly peer observations. We learn a lot by watching each other and reflecting on our own teaching.
- You can ask a colleague to observe a particular area of your teaching. For example, observing how much time the children are active and passive.

### **Programme 12: Flexible activities**

- To encourage our students to be active participants in our lessons, we should plan short and lively activities to interest them in English.
- Start with a warm-up activity which gets them in the right mood and talking English in a relaxed way.
- Link short lively activities to a theme in the lesson. This focuses attention on the words and expressions needed for a topic.
- A memory game such as I went to the market and I bought a ... which goes around the class adding new things each time, is useful for remembering vocabulary. A competition like Hot seat really gets students thinking for themselves as they try to give clues to their classmates.
- Always be ready to create a change of scene. We heard about a fun game called Line Jump to practise when to use make and do, which works very well in the open air.

#### 4. Teaching for Success: TRTI's approach to teacher education and development

Teaching for Success helps transform the quality of teaching in primary and secondary schools. It exemplifies the TRTI's vision that all teachers in the world have high quality CPD opportunities that improve their own professional understanding and practice and their learners' success. We work with governments, agencies and institutions to understand priorities and the needs of teachers and learners. We collaborate on the design of CPD programmes and systems which meet requirements and are matched to the local context. Our goal is quality in the classroom, where teachers are competent, knowledgeable, highly motivated, committed to their profession and able to innovate and achieve the best for their learners. The Agency brings its global professional expertise to create sustainable teacher development solutions which:

- build local continuing professional development systems and the human resource to maintain them
- meet identified teacher needs and government priorities
- have a positive and lasting impact on quality in the classroom
- manage the factors across the whole education system that impact on achieving the goals for teacher development and quality in the classroom
- embed equality, diversity and inclusion at every level
- make the most effective use of technology for learning.

All Agency courses and resources follow the beliefs about teaching and learning and approach to our work given. They are linked to the TRTI's Continuing Professional Development Framework for teachers, the Continuing Professional Development Framework for teacher, These measures ensure consistency, coherence and sustainability across our programmes

#### 5. Monitoring, evaluation and learning

The Agency would like to work with the Government of Maharashtra to draw up a thorough monitoring, evaluation and learning framework for all project activities, so that we will be able to:

- produce and present quantitative and qualitative data that demonstrates the extent to which the project is meeting its overarching objectives and having impact on students, teachers, mentors and the wider education system
- adapt the project model, processes and training materials proactively, to take into account any emerging priorities so that all stakeholders' needs and expectations continue to be met
- give stakeholders developmental support and constructive feedback on their performance
- demonstrate to all stakeholders that quality is valued, and that they are accountable for their roles in the project
- learn a range of lessons about the project model, processes and delivery that are shared with the Government of Maharashtra both during and at the end of the project, to assist them in planning and implementing future in-service teacher development initiatives

#### 6. Financial estimate

Please also note that the total fee does not include the following, which will be borne by the Government of Maharashtra.

- Training venues, accommodation and meal arrangement and TA/DA as applicable for administrators, mentors and teachers attending training as well as any Core Committee attending meetings or workshops
- Printing and distributing academic materials for students, including the Agency spoken English communication and life skills course for all participating students.
- Venues and essential arrangements for all training and the end of project symposium

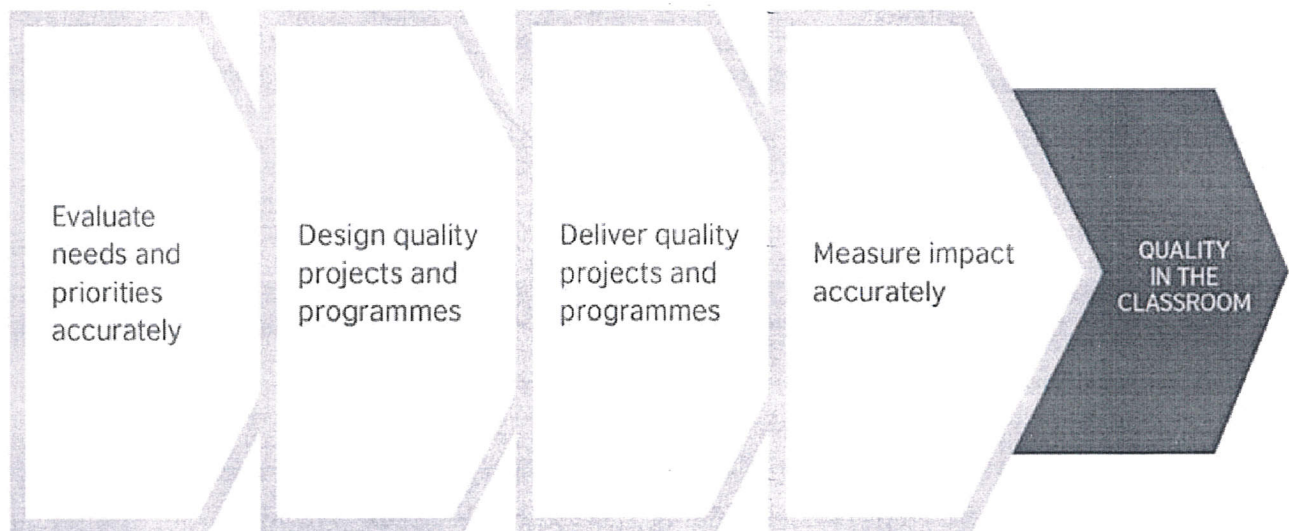
### The Agency will cover the costs of the following

- inception and delivery planning at pre-project stage
- technical fee for staff involved in back office planning, resourcing and delivery of the project
- on-going recruitment, training and quality assurance Consultants.

### The Agency has a range of CPD resources for teachers, including

- Teaching English Radio – India: a series of radio episodes and accompanying workbook, for Indian teachers of English.
- Classroom Development Films: Watch learner-centred teaching techniques and approaches being used in real classrooms, helping bridge the gap between theory and practice.
- Agency Learn English mobile apps: a range of apps for teachers and learners of English focussing on listening skills, pronunciation, grammar and vocabulary.
- Massive Online Open Courses (MOOCs): free online courses to develop teachers' language and teaching skills, including the British Council's
- Teaching English website: On this Agency website for teachers, there are hundreds of high-quality resources to help teachers in the classroom as well as articles, videos, publications and courses to help teachers
- Learn English and Learn English Kids websites: Hundreds of resources to help adults and young learners to improve their English, including high-quality video and audio, and interactive exercises.
- Teach English in India: A Agency Facebook page for sharing ideas, resources and challenges with other teachers of English in India
- Action research: Teachers and mentors investigate specific aspects of
- their own teaching practice and/or learners' behaviour, with the aim of understanding and improving their own practice

### Appendix 1 : The Agency Teaching for Success approach



This approach is based on the following beliefs:

- English is best acquired through communication and students should be given as much opportunity to use it in the classroom as possible.
- Collaboration through task-based group and pair work has a positive effect on learning.
- Teachers and students become motivated and develop a positive attitude to learning when it is engaging and fun and relates directly to their needs and context.

*g. m. sharma*

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- Change can only be achieved if teachers are encouraged to reflect on current teaching practice and their personal beliefs about teaching and learning.
- Learning is a lifelong process and teachers need to be encouraged and supported to take responsibility for their continuing professional development
- Through experiential activities such as peer teaching and lesson planning, teachers can practice and develop their teaching skills and knowledge more effectively.
- Teacher education and development programmes should provide a mix of teaching and training skills, English language proficiency and subject matter knowledge.
- The relationship between the teacher and student or the teacher and trainer is fundamentally important and should be based on mutual respect and understanding.

## Appendix 2 : TRTI's Continuing Professional Development Framework

### *for teachers:*

Our Continuing Professional Development Framework for teachers describes the teaching skills and knowledge that contribute to quality in the classroom. The framework includes three elements of teacher competence: professional practices, language proficiency and formal qualifications

### **Professional practices:**

The 12 professional practices provide a comprehensive, practice-based, and detailed view of the skills and knowledge which a teacher should demonstrate. The professional practices are

- 1 Planning lessons and courses
- 2 Understanding learners
- 3 Managing the lesson
- 4 Knowing the subject
- 5 Managing resources
- 6 Assessing learning
- 7 Integrating ICT
- 8 Taking responsibility for professional development
- 9 Using inclusive practices
- 10 Using multilingual approaches
- 11 Developing 21st century skills
- 12 Understanding national policies and practice

Each professional practice is defined by a list of elements, which provide details of the essential aspects of skills and knowledge involved in the professional practice. The four stages of development represent the knowledge and skills a teacher has in each professional practice. Most teachers will have a 'spiky' profile, at different stages of development in different professional practices

| Stages of development |   |
|-----------------------|---|
| Awareness (A)         | You have heard of this professional practice  |
| Understanding (U)     | You know what the professional practice means and why it's important  |
| Engagement (E)        | You demonstrate competency in this professional practice at work  |
| Integration (I)       | You demonstrate a high level of competency in this professional at work and it consistently informs your practice |

Using the CPD framework allows us, our partners and the teachers we work with to identify and track their competence in the different skills and knowledge areas, throughout a project and beyond. All our resources and training content are mapped against the framework to clearly show how their use will help teachers to develop. A graphic representation of the CPD framework.

### **Appendix 3 : The Agency Continuing Professional Development Framework for teacher educators**

The TRTI's CPD framework for teacher educators describes the overall competence and the kinds of professional knowledge, understanding and skills associated with the role of a teacher educator. It is used to help teacher educators, and those involved with the professional development of teacher educators, to think about and further develop the overall competence, knowledge, understanding and skills required for effective and supportive teacher education.

The framework is based on an extensive survey of research into teacher educator competence in a wide range of educational settings and covering a range of teacher educator roles. It has been refined through feedback provided by senior academics and teacher educators from around the world and working in different areas of teacher education.

The framework comprises three indicators of professional competence and four stages of development. The indicators of professional competence are:

- ten professional practices
- seven enabling skills
- five self-awareness *features*.

Further details of these three areas of focus are given below and on the following page. In addition to the three indicators of professional competence, formal qualifications and English language proficiency may also be relevant in considering the competence of a teacher educator. The framework outlines four stages of development for teacher educators as listed below.

| Stages of development |   |
|-----------------------|---|
| Foundation            | The individual has the foundation of teaching skills and knowledge on which to build his/her role as a teacher educator.                |
| Engagement            | The individual has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning. |
| Integration           | The individual has achieved a high level of competence as a teacher educator.   |
| Specialisation        | The individuals act as a point of reference for other teacher educators and as a source of expert opinion.                              |

#### **Professional practices for teacher educators**

These are the areas of professional expertise specific to the teacher educator. They are:

- Knowing the subject
- Understanding the teaching context
- Understanding how teachers learn
- Planning, managing and moderating teacher learning
- Managing and developing learning resources for teachers
- Demonstrating effective teaching behaviour
- Supporting and mentoring teachers
- Evaluating teacher potential and performance
- Research and contributing to the profession
- Taking responsibility for own professional development

Each professional practice is defined by a list of elements, which provide details of the essential aspects of skills and knowledge involved in the professional practice.

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### Enabling skills for teacher educators

- These are general skills, transferable across professions, which the teacher educator needs. They are-
- communicating effectively
  - team-working skills
  - thinking critically
  - building relationships
  - effective organisational skills
  - increasing motivation
  - leadership / supervisory skills.

### Self-awareness features for teacher educators

- These are personal qualities which the teacher educator needs. They are:
- openness
  - conscientiousness
  - interactiveness
  - empathy
  - resilience.

Using the CPD framework allows us, our partners and the teacher educators we work with to identify and track their competence in the different skills and knowledge areas, throughout a project and beyond. All our resources and training content are mapped against the framework to clearly show how their use will help teacher educators to develop.

### Appendix 5: Agency project team

| Sr.No. | Name of Trainer | Qualification | Jobe Roles |
|--------|-----------------|---------------|------------|
| 1      |                 |               |            |
| 2      |                 |               |            |

### 7. Bid Process:

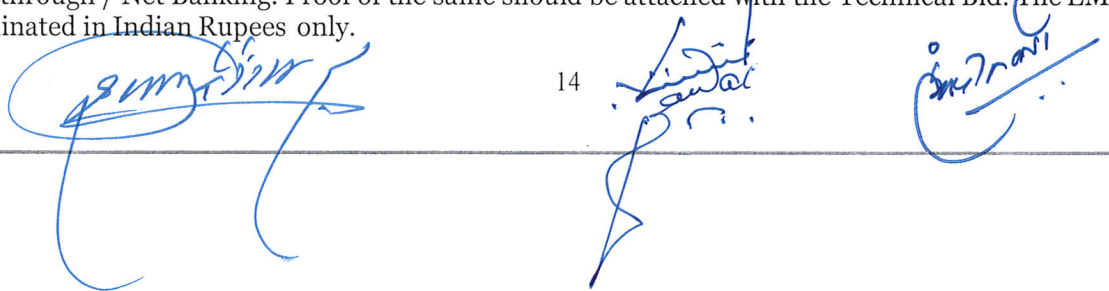
The Bidder has to submit a bid on line in two envelope systems, one containing Technical Bid and other the Commercial Bid for "Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra".

### 8. Tender Fee (Non Refundable)

The bidders are requested to deposit the Tender fee of **Rs.10,000/- (Rupees Ten Thousands)** online through Internet Banking. Proof of the same should be attached with the Technical Bid. It is to be noted that the Tender Fee is non- refundable, however, tender fee will be refunded in case of cancellation of overall tender process (i.e. if the tender process is cancelled by TRTI, Pune) by TRTI, Pune.

### 9. Earnest Money Deposit

The Earnest Money Deposit (EMD) of **Rs 3,00,000/- (Rs. Three Lakh only)** is required to be deposited online through / Net Banking. Proof of the same should be attached with the Technical Bid. The EMD shall be denominated in Indian Rupees only.



- a) No interest will be payable to the bidder on the amount of the EMD.
- b) Bids submitted without adequate EMD will be liable for rejection.
- c) EMD of unsuccessful bidders will be refunded after completion of Bid process .
- d) EMD of Successful bidders, whose institute selected by TRTI PUNE, for the training will be returned after successful completion of course.
- e) EMD shall be non-transferable.
- f) The EMD may be forfeited:

If a Bidder withdraws his bid or revises/ increases his quoted prices during the period of bid validity or its extended period, if any.

- i. If successful bidder fails to sign the Contract within time specified by TRTI, PUNE.
- ii. If during the bid process, a bidder indulges in deliberate act that would jeopardize or unnecessarily delay the process of bid evaluation and finalization. The decision of the TRTI, PUNE regarding forfeiture of the EMD shall be final and binding upon bidders.

### **10. Transfer of Bid**

The Bid / RFP Document are not transferable. The bidder who purchases the Bid document and submits the Bid shall be the same.

### **11. Completeness of Response**

- a) Bidders are advised to study all instructions, forms, terms, requirements and other information in the Bid documents carefully. Submission of bid shall be deemed to have been done after careful study and examination of the Bid document with full understanding of its implications.
- b) The response to this RFP should be full and complete in all respects. Failure to furnish all information required by the RFP document or submission of a proposal not substantially responsive to the RFP document will be at the Bidder's risk and may result in rejection of their Proposal.

### **12. Place of opening of RFP**

The RFP will be opened online in the Office of Tribal Research and Training Institute, Maharashtra State, Pune (TRTI, PUNE), 28, Queens Garden, Near Old Circuit House, Pune-411 001 on the scheduled dates.

### **13. Bid Preparation Costs**

The bidder shall submit the bid at its cost and, TRTI, PUNE shall not be held responsible for any cost incurred by the bidder. Submission of a bid does not entitle the bidder to claim any cost and rights over TRTI, PUNE and TRTI, PUNE shall be at liberty to cancel or modify any or all bids without giving any reason thereof.

### **14. Amendment of RFP Document**

- a) If TRTI, PUNE deems it appropriate to revise any part of this RFP or to issue additional data to clarify an interpretation of provisions of this RFP it may issue supplements to this RFP. Any such corrigendum shall be deemed to be incorporated by this reference into this RFP.
- b) All the amendments made in the document would be published on the website of Government of Maharashtra <https://maharashtra.etenders.in> and also on TRTI, PUNE website <https://trti.maharashtra.gov.in> and shall be part of the document.

c) The bidders are advised to visit the afore mentioned website on regular basis for checking latest updates of this RFP document. TRTI, PUNE also reserves the rights to amend the dates mentioned in this RFP for successful bid process.

### 15.Pre- Bid Meeting

Pre- Bid meeting is open to all prospective bidders. The same will be held on **07/03/2022** at 14:00 hrs., in the Office of Tribal Research and Training Institute, Maharashtra State, Pune(TRTI,PUNE),28,Queens Garden, Near Old Circuit House, Pune 411001

### 16.TRTI, PUNE's right to terminate the process

TRTI, PUNE may terminate the RFP process at any time and without assigning any reason and tender fees paid will not be refunded. TRTI, PUNE shall not be held responsible for any cost incurred by the bidder in bid preparation. TRTI, PUNE reserves the right to amend/edit/add delete any clause of this Bid Document. However, this will be informed to all and will become part of the bid.

### 17.Language of Bids

This bid should be submitted in English language only. If any supporting documents submitted are originally in Marathi or Hindi language than that will be accepted as it is.

### 18.Bid Submission Format

The entire proposal shall be submitted strictly as per the format specified in this bid document. Bids with deviation from this format are liable for rejection.

### 19.Submission of Bids

The bidder should submit the Bid online, which shall comprise of the following two envelopes (Two envelope systems shall be followed for the bid):

- A. Technical Bid (Proposal)
- B. Commercial Bid (Proposal).

### 20.Technical Bid

The **Technical Bid** should consist of all details, save and except the price as per

#### Annexure- 1.

Technical Bid should be clearly super scribed as –

#### **Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra**

#### **a) Pre-qualification Requirements of the training institute is as under:**

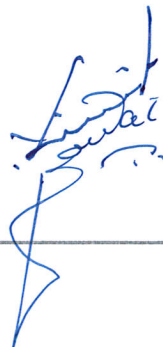
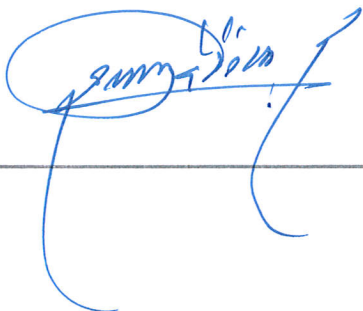
- i. Training Institute should be registered under Company ACT-1956/2013 OR Bombay Public Trust Act-1950 OR Proprietorship OR Partnership Act-1932 and should have online /offline training facility.(Proof of registration should be submitted..)
- ii. Training Institution, should have well equipped audio-visual classroom and library, Web Application and Mobile App for online training .
- iii. The Training Institute must have Basic Infrastructure, Qualified teaching staffs, Domain LAB.
- iv. Details of course material (self published) and trainers(On roll) profile should be submitted.



**b) Mandatory Documents to be uploaded with Technical Bid (Envelope No. 1)**

- i. Technical Bid Form (Annexure I).
- ii. Copy of valid Registration Certificate/Incorporation certificates as per Indian Laws.  
(Company ACT-1956/2013 OR Bombay Public Trust Act-1950 OR Proprietorship/ Partnership Act-1932).
- iii. Computer generated deposit receipt for Tender Fee & EMD.
- iv. GST Registration Certificate, PAN /TAN Card Copy
- v. Income tax returns for current last 03 assessment year (2018-19,2019-20,2020-21). The institute can submit up to 3 years Income tax returns. If IT exempted ,, proofs of exemptions should be submit.
- vi. Document supporting Average Annual Turn-over (2018-19,2019-20,2020-21) minimum **Rs.500 lacs** (Rupees Five Hundred Lacs): - Relevant Financial statement should be submitted.
- vii. Document supporting Basic Infrastructure: -The Training Institute must have minimum 10,000 square feet built-up area with all the facilities,.. online/offline Training Centers facilities available at Maharashtra Only. Supportive document of built-up area of the Institute to be submitted is Lease and License copy for rented accommodation and property tax bill for own building. Due Diligence Report at TRTI level will be done.
- viii. Supporting document for having selected by state/central/semi government organization/department/autonomous/private organization, etc for providing training . Photograph of Training Centre, Library, Classrooms and Audio Visual room.
- ix. Details of course material (Own published) and List of faculty members (On Roll) with their bio- data.
- x. Self-declaration for Not black listed by any of the Govt. /Semi Govt. Organization, PSU, etc.
- xi. Self-declaration for Not having criminal case/FIR against any Governing member / Partner/Director.

**Note: The Commercial Bid will be opened only after the opening and scrutiny of the Technical Bid. The Commercial Bids of only those Bidders will be opened whose Technical Bids are qualified**



## 21. Commercial Bid:

The Commercial Bid will contain only the Commercial Bid as per **Annexure -II**, duly filled in and signed and must be clearly super scribed as

***“Commercial Bid for Selection of Agency for English language development project  
for students, teachers and mentors to be implemented in tribal schools of  
Maharashtra ”***

## 22. Disqualification:

The bidder should ensure that all the required documents, as mentioned in this RFP / bidding document, are submitted along with the bid. Non submission of the required documents may lead to the rejections of the bid submitted by the bidder. Besides other conditions and terms highlighted in the tender document, bids may be rejected / disqualified under following circumstances:

- a. In case the Bidder fails to meet the bidding requirements as indicated in this Bid / RFP or not submitted in accordance with the procedure and formats prescribed in this document.
- b. During validity of the Bid, or its extended period, if any, the Bidder increases his quoted price.
- c. Incomplete Bid or failure to furnish all information required as per tender document and failure to furnish proofs for information provided.
- d. Bid is received after due date and time.
- e. Bid is not accompanied by all the requisite documents.
- f. Bids submitted without or with improper EMD
- g. Bids without signature of person (s) duly authorized on require pages of the bid.
- h. Bids without power of authorization and any other document consisting of adequate proof of the ability of the signatory to bind the Bidder.
- i. If the information provided by the Bidder is found to be incorrect / misleading at any stage / time during the Tendering Process.
- j. Technical Bid containing commercial details or revelation of prices in any form or by any reason before opening the commercial Bid.
- k. Commercial Bids that do not conform to the Tender's Commercial Bid format (Annexure- II).
- l. The Bidder not conforming to unconditional acceptance of full responsibility of providing services in accordance with the Agreements of this tender.
- m. If the bid does not conform to the timelines indicated in the bid.
- n. If the purchaser of the bid (i.e., who pay Tender Fee and EMD) and submitter of the bid is different.
- o. Any effort on the part of a Bidder to influence the bid evaluation, bid comparison or contract award decisions by unlawful/corrupt/fraudulent means at any point of time during the Bid process.
- p. Bidder fails to enter into a Contract within 10 Days of the date of issue of Letter of Selection / award of contract or within such extended period, as may be specified by the TRTI, PUNE.
- q. While evaluating the Proposals, if it comes to the TRTI, PUNE knowledge expressly or implied, that some Bidders may have colluded in any manner whatsoever or otherwise joined to form an alliance resulting in delaying the processing of Proposal then the Bidders so involved are liable to be disqualified for this contract as well as for a further period of three years from participation in any of the RFP floated by the TRTI, PUNE.
- r. Bidder doesn't agree to the Terms and Conditions of the Bid.

## 23. Opening of Bid

- a) **Envelope No. 1** containing the **Technical Bid** shall be opened online in the office of TRTI, PUNE, in the presence of the bidder/ representatives of bidder who choose to attend, at the address, date and time specified in the RFP.
- b) **Envelope No. 2** containing **Commercial Bid** of the bidders, who have been qualified in the technical Bid, shall only be opened, in the office of TRTI, PUNE, in the presence of the bidder/ representatives of bidder who choose to attend, at the address, date and time specified in the RFP.

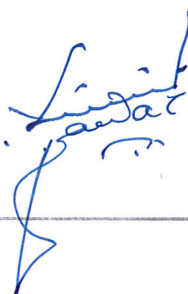
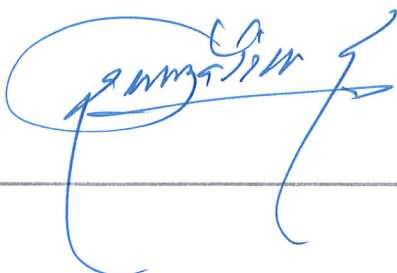
## 24. Evaluation of Technical and Commercial Bid:

Bid Evaluation Committee formed by Commissioner, TRTI, PUNE will evaluate the Technical and Commercial Bid and submit its recommendation to Commissioner, TRTI, PUNE. Decision of the Commissioner, TRTI, PUNE would be final and binding upon all the Bidders.

### A. Evaluation of Technical Bid

The evaluation of the **Technical Bid** will be carried out in the following manner:

- i. The Bidder's Technical Bid will be evaluated as per the requirements and evaluation criteria as mentioned in this Bid document. The Bidders are required to submit all required documentation in support of the evaluation criteria.
- ii. At any time during the Bid evaluation process, the Committee may seek written clarifications from the Bidders.
- iii. The Committee may seek inputs from their professional and technical experts in the evaluation process.
- iv. The Committee reserves the right to do a reference check of the past experience stated by the Bidder. Any feedback received during the reference check shall be taken into account during the Technical evaluation process.  
The technical scores of the Bidders will be announced prior to the opening of the Commercial Bid.
- v. The Commercial Bid will be opened only after the opening and scrutiny of the Technical Bid. The Commercial Bids of only those Bidders will be opened whose Technical Bids are qualified.



**B. Technical Evaluation Criteria:**

| S<br>r<br>.<br>N<br>o<br>. | Criteria   | Supporting Document   | Description  | Max Marks |
|----------------------------|--|---|--|-----------|
| 1.                         | Quality of studymaterial (Self published )   | Set of booklets / study material / books provided bythe Institute to the students.(Books and study material published by training Institutes) | <p>a. Study materials/ booklets/ books covering all the topics in the syllabus----<br/>-----<b>4 Marks</b></p> <p>b. Study materials/ booklets/books covering Multiple Choice Questions- ----<br/>-----<b>3 Marks</b></p> <p>c. Study materials/ booklets/books covering Descriptive Questions-----<br/>-----<b>3 Marks</b></p>  | <b>10</b> |
| 2.                         | Regularity and quality of Test.  | <p>a. Test Series implemented in the previous years</p> <p>b. Test Series planned in the proposed period.</p>                                 | <p>Plan of regular test series followed by detailed discussion and answer key- ----<br/>-----<b>10Marks</b></p> <p>Web application and Mobile App developed -----<b>10 Marks</b></p>   | <b>20</b> |
| 3.                         | Timely completion of syllabus, schedule of lectures and regularity in implementation | <p>a. Academic Plan and Course Completion Report of Previous years</p> <p>b. Academic Planof the proposed period.</p>                         | <p>a. Successful completion of the syllabus in earlier years (At-least 1 months before the exam)-----<b>5 Marks</b></p> <p>b. Meticulously drafted academic plan covering complete syllabus at- least 1 months before the exam --<br/>----- <b>5 Marks</b></p> <p>c. Meticulously drafted academic plan covering complete syllabus at- least 2months before the exam -<br/>----- <b>10 Marks</b></p> <p>d. Project Presentation(PPT) to AEC----<br/>-----<b>30 Marks</b></p> | <b>50</b> |
| 4                          | Well equipped, adequate audiovisual classroom  | Photos of seating capacity in class room and audio visual facility.   | <p>a. Seating capacity less than 50<br/>----- <b>3 Marks</b></p> <p>b. Seating capacity 50 or More<br/>----- <b>5 Marks</b></p> <p>c. Audio and sound facility -----<br/>-----<b>5 Marks</b></p> <p>d. Video lecture facility-----<b>5 Marks</b></p>   | <b>15</b> |
| 5.                         | Number of lecturers  | List of lecturer with their qualification and subject they are teaching:  | <p>a. Number of lecturers more than 5<br/>-----<b>5Marks</b></p> <p>b. Number of lecturers more than10<br/>-----<b>10Marks</b></p> <p>c.Number of lecturers more than 15 -<br/>-----<b>15Marks</b></p>   | <b>15</b> |

|     |   |   |  |           |
|-----|---|---|--|-----------|
| 6.  | Experience of Lecturers for training .                            | Bio-data of lecturers with number of years of experience of training .  | <p><b>a.</b> At least 5 lecturer having experience more than 5 years -----<br/>----- <b>4 Marks</b></p> <p><b>b.</b> At least 3 lecturer having experience more than 7 years-----<br/>----- <b>6 Marks</b></p> <p><b>c.</b>At least 2 lecturer having experience more than 10 years -----<br/>----- <b>-10 Marks</b></p> | <b>20</b> |
| 7.  | Number of subjects in which training provided .                   | List of subjects for which training is provided (   | <p><b>a.</b> At least 2 subject study books published-----<b>5 Marks</b></p> <p><b>b.</b> At least 4 subject study books published-----<b>10 Marks</b></p> <p><b>c.</b> At least 4 subject study books published -----<b>15Marks</b></p>   | <b>15</b> |
| 8.  | No. of years from which training institute is providing training. | a. Documents of establishment/ Registration of the institute.   | <p><b>a.</b> Institute providing training from up to 3 years -----<b>5 Marks</b></p> <p><b>b.</b> Institute providing training from last 3 to 6 year-----<b>8 Marks</b></p> <p><b>c.</b> Institute providing training from more than 6 years-----<br/>-----<b>15 Marks</b></p>   | <b>15</b> |
| 9.  | Financial Turnover of the Institute                               | a. Audited Financial statement/s<br>b. Income Tax Return(ITR)/s   | <p><b>a.</b> Average Financial Turnover of the institute is at-least Rs. 500 lakhs in last 3 financial years ----- <b>5 Marks</b></p> <p><b>b.</b> Average Financial Turnover of the institute more than Rs.500 lakhs in last 3 financial years ----- <b>10 Marks</b></p>  | <b>10</b> |
| 10. | Efforts to improve performance of the weak trainee                | a. Student counseling record(Previous years)<br>b. Extra lectures conducted for weak students (Previous Years)<br><b>a.</b> Regular counseling the students - <= <b>5Marks</b><br><b>b.</b> Efforts to improve performance of weak students - <= <b>5 Marks</b> |  | <b>10</b> |

|              |   |  |  |            |
|--------------|---|--|--|------------|
| 11           | Selected by any Govt./Semi Govt. Organization/ Department/ Autonomous organization/ PSU/Private for providing training. | Supporting document (Work Order, Selection letter) for having selected by any government organization/department/autonomous organization of the government /Private organisations for providing training . | <p>a. Selected by <b>at least one</b> Govt. Organization/Department/ Autonomous/Private organization for providing training .-----<br/>----- <b>10 Marks</b></p> <p>b. Selected by <b>at least three</b> Govt.Organization/Department / Autonomous /private organization for providing training.<br/>--- <b>20 Marks</b></p> | <b>20</b>  |
| <b>total</b> |   |  |  | <b>200</b> |

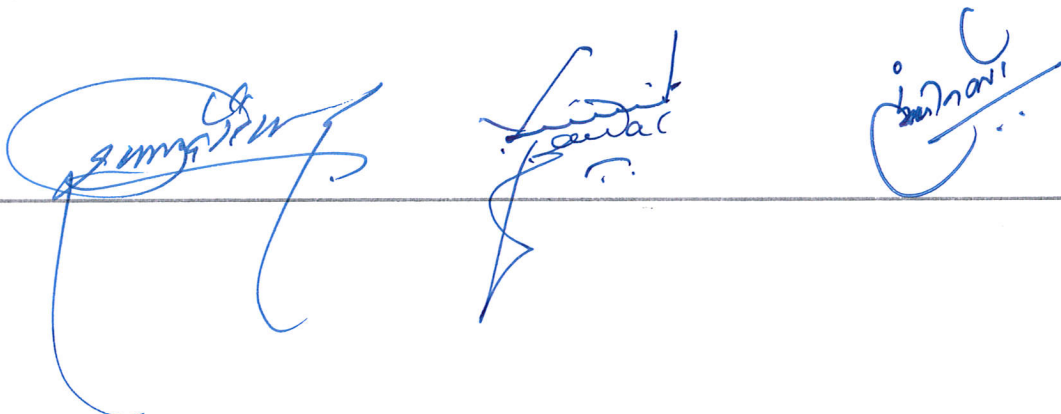
The minimum qualifying marks required in technical criteria is 200 Marks (i.e., 80 %). The bidders who score minimum 100 Marks shall be considered for Commercial Bid evaluation. The bidders who do not score minimum qualifying marks of 80 %, their bids shall be rejected and will not be considered for Commercial Bid evaluation.

**Technical Score (X)**

The bidder who secures maximum marks shall be given a technical score of 100. The Technical Scores of other Bidders for the project shall be computed as follows.

$$\text{Technical Score of Project (X)} = 100 \times \frac{\text{Marks secured by the respective Bidder for the Highest Marks received by the Bidder}}{100}$$

The score secured based on evaluation of the Technical Bid as above shall be the Technical Score of the Bidder for the project being considered for evaluation (X).



### C. Evaluation of Commercial Bid

Bid Evaluation Committee formed by Commissioner, TRTI, PUNE will evaluate the Commercial Bid (The bidders who score minimum 160 Marks (i.e., 80 %) in Technical Bid as stated above, shall be considered for Commercial Bid evaluation) and submit its recommendation to Commissioner, TRTI, PUNE. Decision of the Commissioner, TRTI, PUNE would be final and binding upon all the Bidders.

#### Financial Score: (Y)

The bidders shall submit their **Commercial Bid** as per the format provided in **Annexure II**. The Commercial Bid shall be evaluated on the basis of total cost submitted by the bidder. The bidder who quotes the lowest cost will be given a financial score of 100.

In cases of discrepancy between the prices quoted in words and in figures, higher of the two shall be considered. For any other calculation/ summation error etc. the bid may be rejected. The financial scores of other bidders for the project shall be computed as follows:

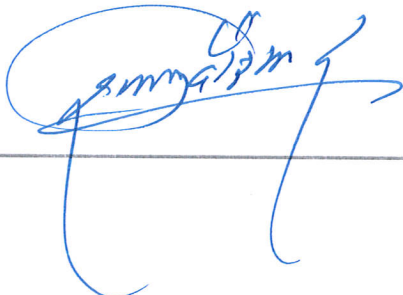
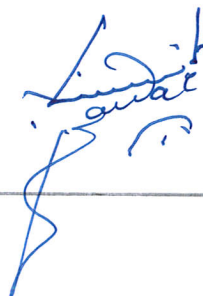

|   |            |   |
|---|------------|---|
| Financial score of Bidder for the project (Y) | = 100<br>X | $\frac{\text{Lowest cost quoted by the bidder for the project (Rs.)}}{\text{Cost quoted by Respective Bidder for the project (Rs.)}}$ |
|---|------------|---|

The marks secured as above shall be the Financial Score of the bidder for the project (Y).

### C. Composite Score of the Bidders

Composite score of the Bidders for the bid shall be worked out as under:

| Bidder | Technical Score (X) | Financial Score (Y) | Weighted Technical Score (80% of X) | Weighted Financial Score (20% of Y) | Composite Score (F=D+E) |
|--------|---------------------|---------------------|-------------------------------------|-------------------------------------|-------------------------|
| A      | B                   | C                   | D                                   | E                                   | F                       |
| 1      |                     |                     |                                     |                                     |                         |
| 2      |                     |                     |                                     |                                     |                         |
| 3      |                     |                     |                                     |                                     |                         |
| 4      |                     |                     |                                     |                                     |                         |

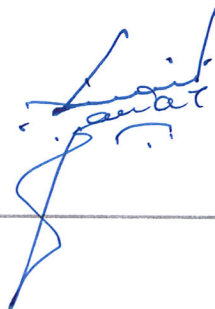
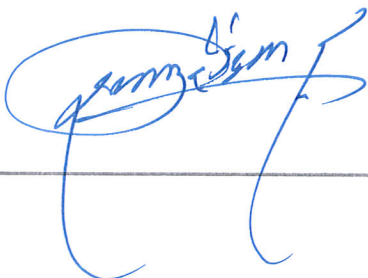




**25. Award of contract**

Bid Evaluation Committee formed by Commissioner, TRTI, PUNE will evaluate the Commercial Bid and Technical Bid as stated above, and submit its recommendation to Commissioner, TRTI, PUNE. TRTI, PUNE may empanel one or more eligible bidder or cancel the bid on the basis of their composite score and recommendation of the Bid Evaluation Committee. Decision of the Commissioner, TRTI, PUNE would be final and binding upon all the Bidders. TRTI, PUNE will notify the acceptance of Bid to the successful bidder.

**26. Signing of Contract**

Once TRTI, PUNE notifies the successful bidder that its bid / proposal has been accepted, TRTI, PUNE shall enter into a separate Agreement, incorporating the conditions of the Bid / RFP and its amendments and any special conditions during negotiations between the TRTI, PUNE and the successful bidder. In case the successful bidder is unable to execute contract within 10 days, TRTI, PUNE shall forfeit the Earnest Money Deposit (EMD) and cancel its Bid. However, Commissioner, TRTI, PUNE has the rights to restrict the maximum number of candidates that can be sponsored to the institute and the decision of the Commissioner, TRTI, PUNE will be binding on all the bidders.





## Annexure 1:

### General Conditions of Contract

1. Conditional Bid (RFP Proposals) are liable for rejection.
2. Intending bidders can have detailed information from the office of TRTI, PUNE, during office hours.
3. The Bid Evaluation Committee formed by Commissioner, TRTI, PUNE will shortlist the institutes and will recommend to the Commissioner, TRTI, PUNE for Selection, in order to sponsor the candidate for training..
4. Bidder should note that the allotment of candidates to the training institute (successful bidder) will be done on the basis of merit available. However, Commissioner, TRTI, PUNE has the rights to restrict the maximum number of candidates that can be sponsored to the institute and the decision of the Commissioner, TRTI, PUNE will be binding on all the bidders.
5. The Selection Committee constituted by Commissioner, TRTI, PUNE, reserves the right to reject any or all tenders without assigning any reason.
6. The duration of the Training program will be of minimum **02 months (one batch of five Days)**.
7. Training will be imparted to the candidates sponsored by TRTI, PUNE.
9. The Commissioner, TRTI, PUNE reserves the right to increase or decrease the number of students / candidates to be deputed to the institutions, to ensure Qualitative Training.
10. Selection of the candidates: List if trainee provided By TRTI PUNE
12. The selected Training Institution shall impart quality training, conduct periodic tests and shall inform the result of the same to the TRTI, PUNE, as and when the tests are conducted.
13. The selected Institutions shall enter into a contract agreement on a non-judicial stamp paper of Rs 500, with terms and conditions as per the format specified by The Commissioner, TRTI, PUNE, Pune within 10 days from the receipt of written communication of letter of Selection to this effect, failing which the EMD will be forfeited and the Institution will be removed from the selected list of institutes.
14. Training fee will be paid in two installments;-
  - 1) First installment of twenty-five percent (50 %) of the total fee will be paid on signing of contract/agreement / commencement of Batches
  - 2) Second installment of fifty percent (50 %) of the total fee will be paid on completion of course. Attendance Certified by TRTI Officials as per course .
15. TRTI, PUNE reserves the rights of overall monitoring of the Training program.
16. The training institutes should submit their requisition / bill for each installment, in duplicate with the list of candidates. The payments shall be made within 10 days. If, due to any reasons, payment delayed, TRTI, PUNE is not liable to pay any kind of interest.
17. The contract is for a period of **two months (2 months)** or up to the Course Completion Report.

18..The Commissioner, TRTI, PUNE, Pune including the authorized Officers of the TRTI, PUNE shall have the power to issue notices in writing and to instruct/direct the Institutions to make alterations/ variations in the assigned work.

**27..Failure to abide by the Agreement:**

The conditions stipulated in the agreement shall be strictly adhered to and violation of any of the conditions will entail termination of the contract without prejudice to the rights of the TRTI, PUNE with such penalties as specified in the Bidding document and the Agreement.

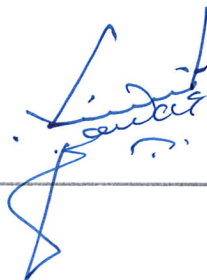
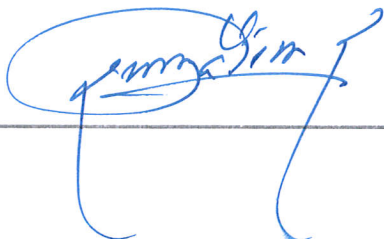
**28. Confidentiality of the Document**

This Tender Document is confidential and the TRTI, PUNE shall ensure that anything contained in this Tender Document shall not be disclosed in any manner, whatsoever.

**29. Jurisdiction and applicable Law**

In case of any dispute arising out of the terms and conditions of contract or assignment, the matter shall be governed by the laws of India (both substantive and procedural) at that time being in force and shall be subject to exclusive jurisdiction of the Courts at Pune City.

.....



Annexure – 2

(To be submitted on bidder letter head)

**“Technical Bid for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra”.**

To,  
The Commissioner,  
Tribal Research and Training Institute, Maharashtra State, Pune -411001

**Subject: Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra**

Reference: Tender No. .... Dated .....

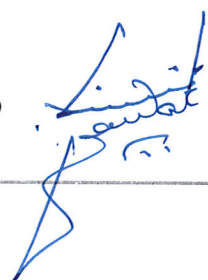
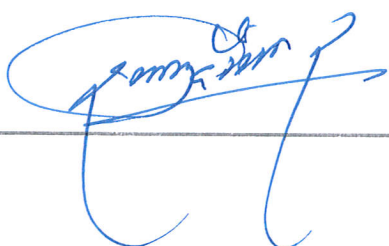
Respected Sir,

I / We hereby offer to submit the Technical Bid for providing training to the candidates sponsored by TRTI, PUNE for **Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra**

I / We have read, and understood the contents of the tender/bid and further state that I / We unconditionally accept and abide by the terms & conditions specified therein.

I / We submit the Technical Bid as under:

|   |  |  |
|---|--|--|
| 1 | Name and address of the head office of the Training Institute and the Address of the Training Institutes |  |
| 2 | a) Name of Head / Chairperson / President/Partner/Director   |  |
|   | b) Name of Secretary   |  |
| 3 | Contact Person's Name and Designation  |  |
|   | Contact No.  |  |

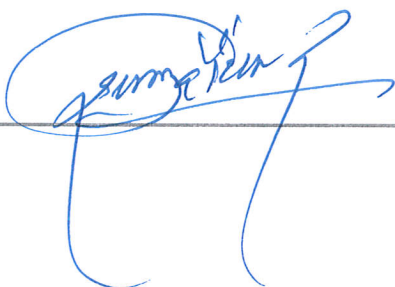
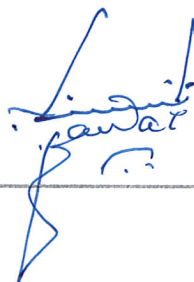


|        |  |         |         |         |
|--------|--|---------|---------|---------|
| 4.     | Date of Establishment of Institute as per Documents of establishment/ Registration of the institute  |         |         |         |
| 5.     | a) Whether the Institution is registered(Yes/No)   |         |         |         |
|        | b) If Yes, under which act. Institution is registered (Legal status)   |         |         |         |
|        | c) Registration Number   |         |         |         |
|        | d) Date of Registration  |         |         |         |
|        | e) Date of Expiry  |         |         |         |
| 6.     | a) Whether GST payee.  |         |         |         |
|        | b) Mention GST number  |         |         |         |
| 7.     | a) Whether Income tax payee.   |         |         |         |
|        | b) Mention Permanent Account Number (PAN) of the Institution or Head of the Institution.   |         |         |         |
| 8.     | Total financial turnover per year for the last 3 financial years as per income tax return and financial statement.   | 2018-19 | 2019-20 | 2020-21 |
|        |  |         |         |         |
|        |  |         |         |         |
| 9.     | Total years of experience of the Training Institution . (Period before the date of registration of the institute is not considered).   |         |         |         |
| 10.    | a. Whether the Training Institute is functioning in its own building or in a rented accommodation.<br>b. Total square feet of built-up area.<br>c. Class rooms and other details:<br>d. Whether adequate Audio and sound facility is available in class room (Yes/ No):<br>e. Whether video lecture, Mobile App facility is available in class room (Yes/ No): |         |         |         |
| 11.    | Details of faculty:<br><b>Note: List of all the faculty/lecturer with above details should be provided along with their Bio data.</b>  |         |         |         |
| 1<br>2 | Optional Subjects offered by the Institute.  | 1)      |         |         |
|        |  | 2)      |         |         |
|        |  | 3)      |         |         |
|        |  | 4)      |         |         |
|        |  | 5)      |         |         |

|     |  |   |
|-----|--|---|
| 13. | Library facilities, Web application, Mobile App:                           |   |
| 14. | Printed Study Material (Self published)                                    | Bidder must submit one copy of the following study material on or before the date of opening of Technical bid:<br>a) Study materials/ booklets/ books covering all the topics in the syllabus.<br>b) Study materials/ booklets/books covering Multiple Choice Questions for Preliminary exam<br>c) Study materials/ booklets/books covering Descriptive Questions for mains examination |
| 15. | Regularity and quality of Test   | Plan of regular test series followed by detailed discussion and answer key  |
| 16. | Timely completion of syllabus  |   |
| 17. | Stability of the institute and Credibility of the management               | a) Constitution of the institute and Vision and mission statement should be submitted<br>b) Declaration of the institute that there is no civil or criminal case on any Governing member / Partner/Director.  |
| 18. | Efforts to improve performance of the weak students                        | Efforts taken to improve the performance of the weak students by regular counseling, extra lecture, etc., to be Submitted along with Technical Bid.   |
| 19. | Number of candidates, the Institute is willing to take from this institute |   |
| 20. | Any other details:   |   |

**Date:**

**Name, Designation and Signature of authorized representative of the Training Institution**


**Annexure – 3**

(To be submitted on Bidder letter-head)

**“Commercial Bid for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra”**

T  
O

To  
The Commissioner,  
Tribal Research and Training Institute, Maharashtra State,  
Pune 411001

**Subject:** Commercial Bid for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra”

Reference: Tender No. .... Dated .....

**Respected Sir,**

I / We hereby offer to submit the Commercial Bid for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra .I / We have read, and understood the contents of the tender and further state that I / We unconditionally accept and abide by the terms & conditions specified therein.

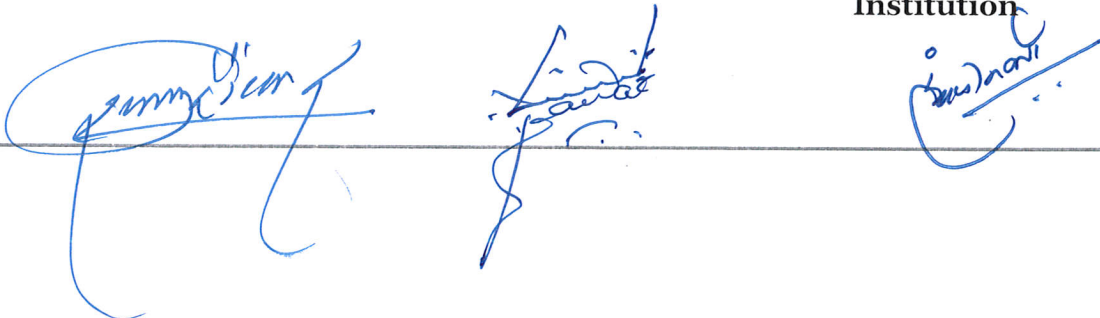
I / We submit the Commercial Bid as under:

| Sr. No.      | Subjects  | Residential Course fee (Excluding GST-taxes) per Trainee per day . |          |
|--------------|---|--|----------|
|              |   | Amount (Rs)  | In words |
| 1.           | Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra. |  |          |
| <b>TOTAL</b> |   |  |          |

**Note: Applicable Taxes(GST) will be in addition to the above fee.**

**Date:**

**Name, Designation and  
Signature of authorized  
representative of the Coaching  
Institution**



Annexure- 4

(Declaration of the Training Institution on the letter head)

Date:

To,  
The Commissioner,  
Tribal Research and Training Institute,  
Maharashtra State, Pune

**Subject: Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra.**

Respected Sir,

I/We .....do hereby submit  
Tender /bid for providing training to the candidates sponsored by TRTI, PUNE, *Bid for Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra*

As per the quoted rates and in all respects in accordance with the terms and conditions as mentioned in the Bid Document.

I/We have paid an amount of Rs. 3,00,000 (Rupees Three Lakh only) towards EMD and I/We are aware that the EMD will not bear any interest.

If this tender is accepted, I/We agree to abide by and fulfill all the terms and conditions of the contract.

I/We hereby distinctly and expressly declare and acknowledge that before submission of this tender; I/We have carefully followed the instructions.

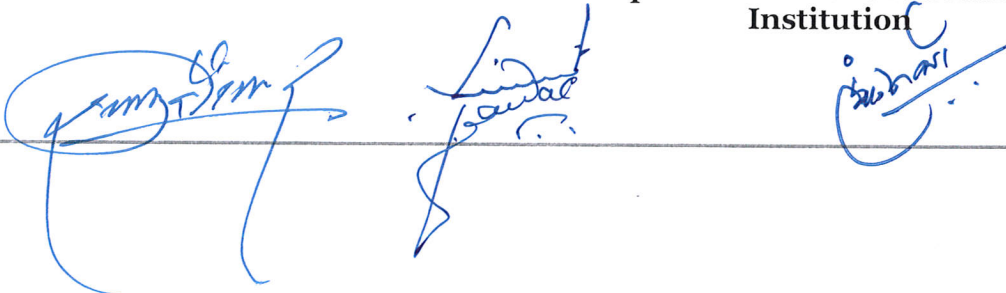
I/We distinctly agree that I/We would hereafter make no claim or demand upon the Commissioner, TRTI, Pune based upon or arising out of any alleged misunderstanding or misconceptions or mistake on my / our part of the said contract, agreements, stipulations, restrictions and conditions.

Any notice required to be served on me / us shall be sufficiently served on me / us by post (registered or ordinary) or courier or left at my / our address given herein.

I / We fully understand the terms and conditions of the contract to be entered into between me/us and the TRTI, PUNE, Pune and the written agreement shall be the foundation of the rights of both the parties and the contract shall not be deemed to be complete until an agreement has been signed by me/us and the TRTI, PUNE, Pune.

Dated this .....day of..... 2022.

Name, Designation and  
Signature of authorized  
representative of the Coaching  
Institution



**Annexure- 5-**

**(To be given by the bidder on its letter head at the time of uploading the completed tender)**

**To,  
The Commissioner,  
Tribal Research and Training Institute, Maharashtra State, Pune**

**Date:**

**DECLARARTION**

**NATURE OF SERVICE: *Selection of Agency for English language development project for students, teachers and mentors to be implemented in tribal schools of Maharashtra.***

I/We have read the Tender documents and related matters carefully and diligently and that I /We have uploaded the tender having studied, understood and accepted the full implications of the agreement. The requirements of the tender agreement stated herein will be fulfilled by me/us to the satisfaction of the Commissioner, TRTI, Pune.

**Place:**

**Name, Designation and  
Signature of authorized representative of  
the Training Institution**

