



महाराष्ट्र शासन
शालेय शिक्षण व क्रीडा विभाग

समग्र शिक्षा
महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई

No. MPSP/SS/Admin./STARS/2021-22/2072

Date : 02/07/2021

To,

Sub.: Engagement of Project Consultants and e-Consultant for the World Bank supported STARS (Strengthening Teaching-Learning and Results for States) Project.

Respected Sir/Madam,

With reference to above subject, the Government of Maharashtra has granted approval to the implementation of the Centrally Sponsored World Bank supported STARS Project for a period of 5 years from 2020-21 to 2024-25. The project has 5 main components:

1. Strengthening Early Childhood Education and Foundational Learning
2. Improving Learning Assessment Systems
3. Strengthening Classroom Instruction and Remediation through Teacher Development and School Leadership
4. Governance and Decentralized Management for Improved Service Delivery
5. School to work/higher education transition

The detailed project description is attached with this letter for your reference.

The state wants to engage Project Consultants and E-Governance Consultant for the above mentioned STARS Project. The consultants will be engaged on the components stated above and therefore candidates with experience

जवाहर बाल भवन, पहिला मजला, नेताजी सुभाष मार्ग, चर्नी रोड (प.), मुंबई - ४०० ००४.

टेलिफोन नं. : ०२२-२३६३ ६३१४, २३६७ ९२६७, २३६७ १८०८, २३६७ १८०९, २३६७ ९२७४

ई-मेल : spd-maharashtra@gov.in, samagra-shiksha@mahedu.gov.in

संकेतस्थळ - <https://samagrashiksha.maharashtra.gov.in>, <https://mpsp.maharashtra.gov.in>

in the educational sector shall be considered. The other requirements and details related to the mentioned in ToR.

It is requested to share the CVs of the eligible candidates with this office latest by 23rd July, 2021.

(Sd/-)
(Rahul Dwivedi IAS)
State Project Director
M.P.S.P., Mumbai.

**Attachment : 1. STARS Project Document.
2. ToR.**

TERMS OF REFERENCE

Providing Project Management Services for Implementation of the ‘Strengthening Teaching-Learning and Results for States (STARS)’ Project of the Maharashtra Prathamik Shikshan Parishad, Mumbai (MPSP), Government of Maharashtra (State)

1. Background:

Flagship schemes of the Government of India and Maharashtra have been instrumental in setting up the necessary structures to get children into school. Sustained gains in enrolment and attendance rates at the elementary school level have contributed to substantial improvements in gross enrolment ratio (GER) across all school types (government, government-aided, and private). [GER (Primary) - In 2009-10 is 104.2 percent and in 2014-15 is 98.95 percent. GER (Upper Primary) – In 2009-10 is 88.9 percent and in 2014-15 is 98.82 percent]. Accelerated recruitment efforts by states have resulted in declining teacher vacancies. There also has been a growing emphasis on the importance of monitoring learning outcomes across all levels of schooling, as evidenced by significant improvements in the education management information system, which has expanded to include data on school education; the implementation of a standardized national assessment for grades 3, 5, 8, and 10 - National Achievement Survey (NAS); and the introduction of State Learning Achievement Surveys (SLAS) by all states.

There are several challenges for improving the quality of school education in Maharashtra. First, there needs to be an enhanced focus on education in the early years so that children enter formal schooling prepared to learn. Second, teacher availability and preparation need to be strengthened. Third, there is a need for greater focus on systematic, continuous, and effective remediation support, beginning at the primary level and continuing through school education. Fourth, there is a need to strengthen the linkages between school planning, management, and account ability. Finally, there is a need to strengthen systems for measuring and tracking learning in schools over time as well as supervision and monitoring at state, district, and sub-district levels.

These improvements in school education will likely also require a differentiated approach -leveraging the capability of well-performing districts and encouraging them to test innovative approaches that can be shared with other districts; and drawing on the experiences and practices of well-performing districts to strengthen implementation capacity and governance in other districts.

The World Bank support to MPSP via Strengthening Teaching-Learning and Results for States (STARS) project will focus on incentivizing Maharashtra State for improving the quality of education.

MPSP, with World Bank assistance, is planning to implement STARS - a school education improvement project that seeks to support the state of Maharashtra in implementing localized, state-context-aligned activities and innovations for improving the quality of education in its government schools. The specific components that the project will support areas follows:

1. Early Childhood Education
2. Learning Assessment Systems
3. Classroom instruction and remediation through teacher development and school leadership
4. Governance and decentralized management for improved service delivery; including partnerships with non-state actors
5. School to work/higher education transition

The project will be implemented by MPSP. A Project Management Unit (PMU) has been formed to support the government in implementing the project.

2. Broad Scope of Work Envisioned Under the Project

The PMU will support the government in implementing the project by focusing on the following areas:

A. Support to MPSP (the “Client”) in strengthening of learning out come and Management

- (i) Establishing the State Assessment Centre for setting norms, standards, and guidelines for student assessment and evaluation for the state board (after studying and evaluating the best practices in a few developed and Developing countries and other states in India), guiding the State Achievement Survey (SAS) and implementing the National Achievement Survey (NAS) and guiding SLAS to conduct the assessment surveys, monitoring achievement of learning outcomes in the state and guiding, encouraging and helping the school board to shift its assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. It will support the development of an IT Platform to enable school level assessments to be uploaded at designed intervals and availability of school-wise annual academic performances in public domain. This IT Platform would also enable consolidation of district and state level academic performances based on aggregation of school

level assessment outcomes.

- (ii) Establishing the setup for conduct of PISA 2022 and 2025 to MPSP. The bare minimum personnel deployment will be Office Manager, Accountant, Executive Assistant, Data Entry Operator and Multi-tasking staff etc. The work of Consultant (Technical), Consultant (Academics), Media Consultant for PISA related tasks can be assigned to the personnel deployed as per the Clause 5 of ToR.
- (iii) Support MPSP in setting up State Level Unit (funded by the State) with the requisite staff and technical capabilities (expert agencies may be on boarded for the purpose) that will conduct assessments like the NAS and SAS, coordinate with international agencies like OECD for the conduct of PISA etc. The PMU will help the state in developing / strengthening initiatives like state child registry, child tracking (including transition of students to vocational or higher secondary streams), teacher and child attendance tools, educational governance related ERP solutions, e-content development and dissemination, some demonstrable smart classrooms and smart class transactions (at least 20 at secondary and senior secondary level in the state) and other e-governance initiatives as mutually decided the State Government and World Bank. The State level unit will initiate atleast one PPP arrangement in areas like school management, school infrastructure, service delivery (including e-content, e-governance, etc.) in consultation with the State Education Department.
- (iv) Outline process to drive greater validity and reliability of data from assessments like NAS, SAS including institutional roles and responsibilities, detailed project and process management etc. and support MPSP with the execution of the upcoming round of NAS and SLAS.
- (v) Outline approach to drive greater use of NAS / SLAS results in developing state learning improvement plans (incorporate during state level planning exercises).
- (vi) To strengthen state data systems to capture robust and authentic data on retention, transition and completion rates of students.
- (vii) To support the state in improving state's PGI scores by improving the PGI parameters.
- (viii) Developing of SIG manual for effective implementation of SIG components.
- (ix) Drawing strategy for procurement and implementation of the activity mention in the SIG manual.

B. Strategy development and project planning

- (i) Outline strategic options / models / approaches that should be considered as interventions (state-wide or pilots) to drive outcomes for the five components of the project (i.e. ECE, Learning assessments, Classroom instruction and remediation through teacher development and school leadership, School to work / higher education transition, and Governance and decentralized management for improvement service delivery). This will include:
- Understanding the starting point of the state / current operating models in the country and the state, their successes and challenges
 - Drawing learning from relevant benchmarks (national / international) and best practices (leveraging existing research where available)
 - Organizing consultations with states/districts as well as select individual experts / non-state actors to finalize the models /options for state-wide interventions /pilots
 - Global visits may be organized to draw out learning for the state, as required.
 - Provide logistic and manpower support to MPSP for monitoring and implementation of project.
- (ii) Support state in developing five-year school education improvement strategies, including support in preparing a Prospective Plan for a chosen set of interventions; decentralized district plans (where necessary) based on an Annual Work Plan and Budget (AWPB); mid-term review and revision of strategy documents and end-of-term self-assessment. Where necessary, aligning state-level strategy documents to existing state-level planning documents, vision documents, and strategic plans.
- (iii) In line with the state strategy document(s), assist states in developing a prospective plan for utilizing funding and technical assistance available under STARS.
- (iv) Support MPSP in developing AWPB templates / formats that state can use to submit work plans and seek funds for same. Assist MPSP in appraisal of the AWPBs to ensure that fund release is aligned to World Bank project requirements.
- (v) Assist MPSP in planning and organizing the STARS Joint Review Missions at least twice a year, in coordination with the districts to review the implementation of the project.

C. Project management and monitoring support

- (i) Support MPSP in developing an Operations (Ops) Manual that lays out the guidelines for implementation of the STARS project.
- (ii) Develop formats/systems for concurrent tracking of project progress at state level. Track results as per the indicators, frequency and means of verification specified in the results framework for the STARS project; generate half-yearly progress reports.
- (iii) Track progress against Disbursement Linked Indicators (DLIs) for the STARS project; identify achievement of results that trigger disbursement and flag the same to an Independent Verification Agency (to be separately engaged by MPSP) for third-party verification.
- (iv) Develop / leverage project management tools for the purpose and provide simple online dashboards for executive information on project progress to MPSP and the World Bank.
- (v) Conduct capacity building workshops for districts (at least 2 workshops each year) through the course of the project e.g. on functional skills like project management, planning and budgeting, real time monitoring and evaluation, as well as on content topics e.g. competency-based assessments or other common areas of interest across states. Bring in experts (individual or organizations) as necessary for the purpose.

D. Procurement, contract administration, and financial management support

- (i) Support MPSP in developing a Procurement Plan that collates national and state-level procurement plans; periodically update the Procurement Plan; and support MPSP in centrally managing procurement process approvals in World Bank systems
 - (ii) Support MPSP and states in drafting Terms of Reference for procurement of necessary services in line with their approved annual work plans and the STARS project's EEP. Support MPSP and state in managing the procurement process and in evaluating proposals received.
 - (iii) Draft and manage release of EoIs / RFPs / RFQs etc. and conduct response evaluation
 - (iv) Draft contracts and support partnership / bidding process
 - (v) Support MPSP and states in selection and management of service providers
 - (vi) Conduct legal vetting of the tender/contract documents and assist in regulatory and legal proceedings
 - (vii) Support MPSP in developing an addendum to align its *Samagra Shiksha* Financial
-

Management and Procurement (FMP) manual with World Bank FMP guidelines for the STARS project. Support MPSP in managing the process of internal audit and reconciliation; and in overall documentation of financial reports, procurement, and financial documents and also procurement plans or staffing or volume of procurement per quarter, etc. at the state level.

E. Knowledge documentation and dissemination; and strategic communications management

- (i) Document (video documentaries, case studies, and print material) state-level best practices for international and national dissemination
- (ii) Support MPSP in organizing annual workshops for districts to share best practices, innovations, and prospective plans
- (iii) Support MPSP in preparing communication plans, press briefs, and social media posts for project activities and results.
- (iv) Synthesize a common toolkit (modular tools, customizable to state needs) that MPSP could leverage or could offer to districts and other states for education transformation. This could include for example a standard package of remediation content associated with the relevant competencies linked to the learning indicators, a technology-based monitoring system/ dashboard to view states' progress, a technology-based platform for learning / training, a set of capacity building materials for states in variety of topics etc. Some of these may be developed with support from experts during the course of the project and subsequently modularized for wider use.
- (v) Basis of project learning, support MPSP in outlining the Vision for Maharashtra in 2030 for the key five project focus areas (ECE, Learning Assessments, Classroom instruction, School to work, Governance) as well as draft plan to achieve that Vision in a defined timeframe, also outlining any necessary central / policy reforms.

3. Contract Period and Reporting Requirements

Contract period will be for a period of five years. The team will report to the State Project Director, MPSP.

The PMU will generate and submit reports to MPSP and the World Bank, quarterly progress reports highlighting progress against the agreed operational plan and timelines (as documented in its contract).

The Agency selected for PMU, or any of its affiliates (parent/sister companies) will not be eligible for participation for state-level procurements, and shall comply with the RFP provisions relating to Conflict of Interest.

4. Timelines

The project should be executed in three phases:

- i. Phase 1 of ~6 months focused on outlining strategic options/ models/ interventions for each of the five focus project components, and subsequently finalizing the strategy and implementation plans for the state customized to its starting points and contexts. This Phase will also include budgeting for the state and setting up systems and processes for ongoing project management and tracking by MPSP.
- ii. Phase 2 of ~48 months focused on project implementation management and monitoring of initiatives chosen for the first two years in the state (a subset of all targeted initiatives in the five-year strategic plan), procurement and financial management support, capacity building for states, as well as ongoing knowledge management and communication.
- iii. Phase 3 of ~6 months focused on knowledge capture, tool kits draft, and communication and policy formulations. For each of the five focus project components, a Vision for Maharashtra 2030 to be outlined along with implementation path forward.

Depending on status of project extension, focus on Phase 2 activities may continue with potentially additional interventions in different states.

5. Team Composition & Qualification Requirements for the Key Experts

As a minimum, the Consultant’s team will comprise of the following Key Experts who shall meet the requirements of qualifications and experience Tabulated below.

Consultant shall submit CVs of the persons proposed as Key Experts for each Key Position along with the Technical Proposal in response to RFP (when issued). These CVs will be evaluated only at the time of evaluation of the Technical Proposal.

Estimated input of the Key Experts is about 250 person months, per given below:

No.	Position of Key	Qualification and Experience	Man Month	Number
1	Senior Project Consultant	<ul style="list-style-type: none"> • Post-graduate or equivalent in Management • Minimum 10 years of experience in government advisory / consulting, of which at least 5 years’ experience in leadership roles in state level school education transformation projects. • Well versed with school education planning, governance and management systems. 	20	1

No.	Position of Key	Qualification and Experience	Man Month	Number
2	Project Manager and Education Service Delivery	<ul style="list-style-type: none"> • Post-Graduate or equivalent in management or related discipline. • Minimum five years' experience of working on planning and management of large-scale, state level transformation programs in the school education sector • Experience with monitoring and evaluation of initiatives, and course correcting basis data driven inputs • Experience working on at least three state level school education projects / initiatives related to planning (strategy / vision development), process re-engineering, operations management and monitoring 	30	1
3	Project Manager Early Childhood Education	<ul style="list-style-type: none"> • Post-Graduate or equivalent in Management / Economics / Education or related field. • Minimum three years' experience of providing planning and management support on state level early childhood education interventions 	30	1
4	Project Manager Assessment Specialist	<ul style="list-style-type: none"> • Post-Graduate or equivalent in Management / Economics / Education / Statistics or related discipline. • Minimum three years' experience in supporting the management of large scale assessment 	30	1
5	Project Manager Teacher Professional Development and Management	<ul style="list-style-type: none"> • Post-Graduate or equivalent in Management / Economics / Education or related discipline. • Minimum three years' experience in supporting the planning and management of teacher professional development initiatives and teacher management systems and reforms. 	30	1
6	Project Manager School to Work Transition	<ul style="list-style-type: none"> • Post-Graduate or equivalent in economics / education / management / social work / development studies or related discipline • Minimum five years' of supporting the planning and management of school based vocational education interventions, and STEM interventions at secondary level. • Experience working on at least three public sector projects / initiatives related to vocational education, soft skills training, career counselling, and / or STEM skills. 	30	1

No.	Position of Key	Qualification and Experience	Man Month	Number
7	Finance Management & Procurement Specialist	<ul style="list-style-type: none"> • Graduate in Engineering or Chartered Accountant with minimum 5 years of experience in Procurement of Goods, Works, Non-consulting services and Consulting services / MBA with minimum 5 years of post-qualification experience. • Experience in financial monitoring and evaluation of large-scale projects; • Experience in project appraisal from financial risk perspective, and project financial performance management. • Experience in developing financial process and systems • Knowledge and experience of procurement rules and procedures of Government of India and experience of procurement in the World Bank funded Project. • Proven experience in preparing procurement plans, developing terms of reference for procurements, and managing procurement processes. 	20	1
8	Communication Visual services and Knowledge Management & Policy Specialist	<ul style="list-style-type: none"> • Post-Graduate or equivalent in management, marketing, or media and communication or related discipline. • Minimum of five years' work experience in PR / communication / media management etc. • Experience in content creation and management of external communication, as well as developing communication campaigns for initiatives will be valued (preferably social sector) • Experience working on projects involving design and implementation of communications strategies, including use of social media at various levels. • Significant experience of making policy recommendations and driving policy reforms. • Experience organizing knowledge sharing sessions and documenting knowledge for wider sharing. • Experience visualizing data / outcome dashboards to support project monitoring and data based action. 	30	1

No.	Position of Key	Qualification and Experience	Man Month	Number
9	IT / MIS and Project Management Specialist	<ul style="list-style-type: none"> • B.E. / B.Tech. / MCA / M.Sc. (IT) or equivalent having 5 years of relevant experience in design and delivery of IT solutions and MIS. • Strong background in large scale project management and monitoring. 	30	1
Total			250	

6. INPUTS TO BE PROVIDED BY MPSP

MPSP will facilitate interaction of agency/individuals/consultants / as well as their visits to the selected districts and sub-district level units. It will also provide copies of (i) Concept paper on STARS project; (ii) Framework of Samagra Shiksha scheme; (iii) Physical & Financial Progress Reports; (iv) Annual Reports and Audit Reports of Implementing Agencies; and (v) Database of Educational indicators.

DELIVERABLES

The Consultant shall submit the following:

- i. Operations (Ops) Manual that lays out the guidelines for implementation of the STARS project must be developed in the first 6 months.
- ii. Quarterly progress reports highlighting progress against the agreed operational plan and timelines.
- iii. Recommendations on broad Scope of work envisioned under the Project as mentioned at para-2.
- iv. A draft final report at the end of the project. The draft will be shared with concerned districts and their comments will be sought on the report. A final report will be submitted after incorporating the comments of MPSP

Scoring Matrix for EOI Evaluation (PMU)

No.	Criteria	Max Points														
1	General Experience in Providing Consulting Services <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">No. of Years as on March 31, 2021</td> <td style="text-align: center;">Points</td> </tr> <tr> <td style="text-align: center;">10 years or more</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">6 to 9 years</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">5 years</td> <td style="text-align: center;">12</td> </tr> </table>	No. of Years as on March 31, 2021	Points	10 years or more	25	6 to 9 years	18	5 years	12	30						
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10 years or more	25															
6 to 9 years	18															
5 years	12															
2	Experience of providing services as Project Management Unit / Consultant in assignments in the field of whole school transformation projects that involve foundational learning, teacher training, capacity building of decentralized education functionaries, vocational education, Skill development, learning assessment and remedial education at State / National / International level in last 5 years (i.e. FY 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20) <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">No. of Assignments with direct relevance to the scope and coverage of the TOR</td> <td style="text-align: center;">Points</td> </tr> <tr> <td style="text-align: center;">More than 5 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">5 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">4 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">3 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">At least 2, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">Less than 2 assignments as a PMU</td> <td style="text-align: center;">0</td> </tr> </table>	No. of Assignments with direct relevance to the scope and coverage of the TOR	Points	More than 5 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development	30	5 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development	25	4 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development	20	3 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development	15	At least 2, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development	10	Less than 2 assignments as a PMU	0	40
No. of Assignments with direct relevance to the scope and coverage of the TOR	Points															
More than 5 projects, as a PMU in monitoring and evaluation of government programs / schemes related to education / skill Development	30															
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Less than 2 assignments as a PMU	0															
3	Availability of Key Experts with Single Entity Consultant's Pay Roll <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Number of Key Experts on Consultant's Pay Roll in reference to Key Positions specified in TOR</td> <td style="text-align: center;">Points</td> </tr> <tr> <td style="text-align: center;">17 and above</td> <td style="text-align: center;">22</td> </tr> <tr> <td style="text-align: center;">13 – 16</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">10 – 12</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">09 – 10</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">Less than 08</td> <td style="text-align: center;">0</td> </tr> </table>	Number of Key Experts on Consultant's Pay Roll in reference to Key Positions specified in TOR	Points	17 and above	22	13 – 16	18	10 – 12	15	09 – 10	12	Less than 08	0	30		
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10 – 12	15															
09 – 10	12															
Less than 08	0															
Total Points		100														