

TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME

Phase - II

**Terms of Reference (ToR)
for
Technical Selection of Pedagogy Training Providers
under
Technical Education Quality Improvement Programme-Phase-II**

September 2012

**National Project Implementation Unit (NPIU)
EdCIL House, 4th Floor, Plot 18A, Sector 16A
Noida, Gautam Budh Nagar - 201301
Uttar Pradesh**

**Terms of Reference (ToR) for
Technical Selection of Pedagogy Training Providers
under
Technical Education Quality Improvement Programme-Phase-II**

1. BACKGROUND

The Ministry of Human Resource Development (MHRD), Government of India in the year 2002 conceived and designed the Technical Education Quality Improvement Programme (TEQIP) as a long term programme for implementation in 2 to 3 phases over a duration of 10-12 years for systemic transformation of the technical education system. TEQIP Phase-I commenced in March 2003 and was successfully completed in March, 2009, covering 127 institutions.

Encouraged by the highly significant achievements of Phase-I of the Programme, the Government of India has decided to implement Phase-II of the Programme through MHRD. **A key component of the Phase-II Project is the training of faculty from both project- and non-project institutions for effective teaching.**

Details of the Phase-II Project including its design are available on the website of the National Project Implementation Unit (NPIU): www.npiu.nic.in

2. OBJECTIVES OF PEDAGOGICAL TRAINING

The broad objectives of Faculty Development for Effective Teaching (Pedagogy Training) are:

- a) To assist faculty become more effective teachers which will enable them to improve the learning outcomes of their students.
- b) To discuss, with the faculty, the job-requirements and employer expectations for newly graduated engineers within the developing Indian economy and link these to the current learner requirements and teaching-learning process.
- c) To equip the faculty with the latest tools and techniques for effective teaching and training through discussions, group work, lectures, laboratory work, workshop exercises, assignments, , projects, etc., and
- d) To prepare faculty for their role as motivators and guides within and outside classrooms/laboratories/workshops, etc. for helping students achieve their post-education goals.

3. SCOPE OF WORK

- 3.1 The Project provides for pedagogical training of faculty for making teaching effective and will cover faculty from all the project-institutions. The benefit of pedagogy training will also be extended to the faculty from interested non-project institutions from all participating States and Union Territories (UTs).
- 3.2 Pedagogy training is to be imparted in-situ (at the institutions) through two modules: (i) Core Module and (ii) Advanced Module, each over a period of 6 working days. The details of the modules in terms of the elements of training; and the corresponding suggested modes of teaching & training, expected outcomes and duration are given at Annexure-1.
- 3.3 The programme aims to train about 10,000 faculty members in both the modules. In particular, the programme aims at improving the teaching effectiveness of faculty that is new to the teaching profession. The scope of the training program covers training in each of the 2 modules for about 100 faculty members at each of about 200 project institutions and possibly 100 non-project institutions from the 20 participating States and UTs.
- 3.4 Training is to be imparted at institutions in batches of about 25 faculty members.

- 3.5 The training providers will need to ensure coverage of all the elements identified for the two modules (Core and Advanced).
- 3.6 The training providers are free to add more elements in one or both the modules and to also add to the contents of one or more elements, provided that these additional elements and additions to the contents can be covered within the six-day duration for each module. The additional elements and contents are to be declared in the proposal submitted to the State/UT procuring the services of the provider(s).
- 3.7 The training providers are also free to suggest alternates to the suggested modes of training of various elements.
- 3.8 To qualify for being selected, a training provider will need to demonstrate capability for both the modules and agree to provide the same at the institutions and according to schedules as agreed with the State/UT procuring their services. Training providers not possessing capability for both the modules will not be selected.
- 3.9 Training in the Core Module will primarily be offered first, followed by the Advanced Module.

4. ELIGIBILITY AND CAPABILITY OF TRAINING PROVIDERS

A. Eligible Entities

The table below shows the entities that are considered eligible and the corresponding restrictions:

Sr. No.	Eligible Entities ¹	Institutions to which training can / cannot be provided
1	NITs and other CFIs that participated in TEQIP Phase-I	<ul style="list-style-type: none"> • Can provide training to all project and non-project engineering education institutions located in one or more project-States and UTs • Not permitted to provide training to any NIT or any other CFI, whether the NIT or CFI is a project or non-project institution.
2	Autonomous Centrally-funded education, training and research institutions and organizations such as IITs, IISc, IIMs, IIITs and equivalent, NITIE, NITTTRs, Central Universities, etc. <u>except</u> the CFIs participating in Sub-component 1.1 of TEQIP Phase-II	Can provide training to all project and non-project engineering education institutions including NITs and other CFIs located in one or more project-States and UTs.

¹ The selection will follow World Bank Guidelines for Selection of Consultants dated 2006 and all eligibility conditions as per the guidelines will be applicable for all institutions participating in the competitive selection process.

3	Eminent State Govt. Funded, Govt. Aided and Private Unaided Engineering education institutions in States and UTs (Non-participating institution in the Project TEQIP-II)	Can provide training to all State-sponsored project and non-project engineering education institutions located in one or more project-States and UTs except those located within the State/UT in which the training provider is located.
4	Specialized training organizations from public and private sector	Can provide training to all project and non-project engineering education institutions including NITs and other CFIs located in one or more project-States and UTs
5	Registered societies and trusts	Can provide training to all project and non-project engineering education institutions including NITs and other CFIs located in one or more project-States and UTs

B. Capability of Entities

The training provider should meet the following benchmarks:

- Minimum 3 years experience in providing pedagogical and/or subject domain training to faculty of engineering education institutions (please provide the copies of the credentials/self-certificate for the last three years 2009-10, 2010-11, 2011-12; Ref. Annex-II).
- Provided similar training to at least 300 faculty of engineering education institutions in the past three years (please provide appropriate proof; Ref. Annex-II).
- Have at least 10 experienced resource persons (full-time or otherwise) with at least a Masters Degree for providing training in various elements of the Core and Advanced modules. Please provide brief experience profile of at least ten of the resource persons in the format given at Annexure-III.
- The training provider will need to demonstrate that it possesses the capacity to impart training to about 20 batches of faculty in a year; Ref. Annex-II.
- An undertaking (self certificate) is to be submitted that there has been no outstanding bankruptcy, judgment or pending legal action that could impair operating as a going concern.
- An Undertaking (Self Certificate) is to be submitted that the organization hasn't being black listed by any Central/State Government Department/Central Government Funded Organizations/State Government Funded Organization/World Bank, or other World Bank Organizations (including the UN Organizations) and is not under investigation by Government or UN Member State Government.

5. SELECTION AND PAYMENT

A. Selection of Training Providers:

1. In order to facilitate appropriate quality in the technical selection process, NPIU intends to initiate the selection process of competent training institutions, services of whom will be hired by different institutions in states/UTs as per their training plan and calender. Thus, a list of technically qualified Institutions will be finalised at national level, following the procurement norms of TEQIP II. This process will involve short-listing all qualified institutions that responds

to the Request for Expressions of Interest (REoI), inviting technical proposals from the short listed agencies, technical evaluation of proposals submitted by shortlisted agencies and final selection of agencies on the basis of technical competencies for the assignment. Once this process is completed, the information about technically qualified and shortlisted agencies will be shared with State Project Facilitation Units / CFIs participating in TEQIP II.

B. Selection of Training Providers for State Institutions by State Project Facilitation Units (SPFUs)

1. Each SPFU in consultation with their project institutions (and later with non-project institutions) will prepare a package of training workshops including proposed training schedule for that State (could be several packages as deemed necessary).
2. For each package, the SPFU will prepare a short-list of 6 training providers from the List of technically selected institutions provided by the NPIU.
3. An RFP (Request for Proposals) will be issued for each package of training workshops in which each State asks for financial proposals and confirmation that the faculty originally proposed during the technical selection by NPIU are available for delivering the training at institution/state level (following the LCS method of the World Bank Guidelines).
4. Training providers submit proposals and selection made based on LCS method.
5. SPFU will include the agreed schedule for training (elaborated in consultation with institutes) in the contract for training with each provider.

C. Selection of Training Providers for Centrally-Funded Institutions (CFIs) by the NPIU

For the Centrally Funded Institutions (CFIs), the NPIU will convene a team of representatives from the CFIs to facilitate the Pedagogy Training following the above steps.

D. Payment to Training Providers

1. Training will take place at the institutions as per the schedule.
2. The training of faculty under each Module will be followed by a “feedback session” and a “post-training assessment”. The aggregated results of these will be made available to the respondents, Head of Institution, training provider, the SPFU (for State/UT sponsored institutions), the NPIU and the World Bank.
3. Documents showing proof of the workshop and the attendance are to be submitted to the SPFU and NPIU by the head of the institution.
4. The contracted cost for any training package will cover training in all the elements, contents and modes as quoted in the proposal submitted to a State or UT or the NPIU. SPFU will pay the full contracted fee to the training providers.
5. NPIU will pay the full-amount to the training providers for the NITs and CFIs.

6. MISCELLANEOUS

The NPIU and/or the World Bank may wish to conduct an independent evaluation of the quality, effectiveness and efficiency of the training provided. In such case, the selected training provider will respond to all reasonable requests from the NPIU and/or the World Bank or their designate representatives for information and documentation and make relevant staff/consultants available for interviews.

7. COPIES OF RESPONSE

Respondents must submit one hard copy and one soft copy in CD, of their response to this invitation to the designated point of contact by the date and time specified in the invitation.

8. DESIGNATED POINT OF CONTACT

Central Project Advisor (CPA),
National Project Implementation Unit (NPIU),
Ed. CIL House, 4th Floor,
Plot No. 18-A, Sector 16-A
Noida, Uttar Pradesh– 201301, India
Tel: +91- 120 2513936, Fax: +91- 120 2512485
E-mail: npiuwb@hotmail.com

**Faculty Development for Effective Teaching
(Pedagogy Training – Core and Advanced Modules)**

1. The objectives of the Modules are: (a) to update the teachers with the opportunities and challenges for engineers within the developing Indian economy and the available International opportunities and link these to the current Learner requirements and employer expectations; (b) to equip the teachers with the tools and techniques for effective teaching and training through lectures, laboratory work, workshop exercises, assignments, group work, projects, etc.; and (c) to prepare teachers for their role as motivators and guides within and outside classrooms/labs/workshops, etc. for helping students achieve their post-education goals.
2. The Modules in terms of Elements and their Contents, and the learning objectives (Desired Outcomes) has been designed to achieve the above stated objectives.
3. The workshop will be a model example of effective teaching by demonstrating: clear learning objectives, strong personal and professional attributes of workshop facilitators, active learning tools and techniques, and collaborative learning techniques.
4. The workshop should build upon best practice in workshops for teaching effectiveness in Engineering Education; notably: specifically designed workshops for engineering faculty, facilitation by engineering faculty recognized as excellent teachers, extensive use of relevant examples and demonstrations drawn from engineering education, and provide teaching tools and techniques without prescribing or preaching.
5. The training provider will need to sequence the lecture and applied work sessions for effective training and optimal use of the time available during the 6-day training week. If preferred, the workshop could also be delivered in two stages to accommodate the needs of the participating faculty and their institutions. An element of web-based learning could also be part of the delivery.
6. Duration and mode for delivery through lectures, applied work, demonstrations, hand-on exercises, etc. have been indicated for guidance of the training providers. Training providers are encouraged to suggest improvements to the delivery and content of the workshops to the NPIU's Committee.

The training of faculty under each Module will be followed by a “feedback session” and a “post-training assessment”. The aggregated results of these will be made available to the respondents, Head of Institution, training provider, the SPFU (for State/UT sponsored institutions), the NPIU and the World Bank.

CORE MODULE

S. No.	Elements of Pedagogy Training	Suggested Mode of Teaching/ Training		Expected Outcomes (learning objectives)	Duration, hours
		Lecture + Self Study	Applied Work (demonstrations, hands-on work, classroom exercises, home assignments, etc.)		
1.	Engineering Pedagogy	<p>→ The faculty to be made aware of:</p> <ul style="list-style-type: none"> • Importance and need for quality Engineering Education and Accreditation • Emerging characteristics of Learners • Education outcomes in terms of professional competency and employability 		<p>→ The faculty is expected to:</p> <ul style="list-style-type: none"> • Appreciate the importance of the training in the absence of any formal training to UG or PG level engineering educators • Understand the need for enhanced motivation in T-L processes • Appreciate the expectations of various stakeholders 	Day-1 2-hour
2.	Personal and Professional Attributes of a Good Teacher	<p>→ The faculty to be made aware, through use of Power Point Presentations (PPTs) and video-films, of the defining characteristics of a professional teacher, how to acquire the characteristics and their importance in enhancing learning achievement of students:</p> <ul style="list-style-type: none"> • Positive attitude towards teaching profession • Time management and punctuality • Presentation skills • Listening skills • Developing Student Centric attitude • Maintaining professional relationship with students within and outside classroom • Dealing with Social and Gender 		<p>→ The faculty would:</p> <ul style="list-style-type: none"> • Learn the importance of various attributes and how to acquire them • Become inspired and motivated and would develop a positive attitude towards the teaching profession with a changed mindset 	Day-1 4-hours

		<p>Equity</p> <ul style="list-style-type: none"> • Motivating Students for enhanced achievements • Honesty and integrity in dealing with students • Delivering on commitments • Engineering Ethics 			
3.	Communications and Presentation Skills	<p>→ The faculty to be made aware of the following aspects of communication and presentation skills to sustain students' interest:</p> <ul style="list-style-type: none"> • Communication using simple language to explain the subject matter/course material. • Presentation of the subject matter in an appropriate format to create an impact of teaching. • Presentation skills and styles • Use of correct body language and its integration with communication. • Use of appropriate tone and voice modulation to sustain student interest and alertness in the class room proceedings. • Appropriate utilization of teaching aids to make teaching-learning process more effective and interesting. 	<p>→ The faculty to develop hands-on experience of:</p> <ul style="list-style-type: none"> • Preparing quality PPTs, PDF, animations for presentations • Using LCD projector, PA systems, smart boards, etc. 	<p>→ The faculty is expected to:</p> <ul style="list-style-type: none"> • Develop an understanding and appreciation for use of Educational media for effective teaching learning process. • Be able to develop presentations in their subject area. • Be able to effectively use teaching aids • Become confident in delivering quality instruction 	Day-2 6 to 8 hours
4.	Preparation of Course and Lesson Plans	<p>→ The faculty should be made aware of need for and importance of:</p> <ul style="list-style-type: none"> • Defining learning objectives of Course to be taught by them • Relating the course to industry needs and expectations • Relating the course to real life applications • Preparing a Course plan for the 	<p>→ The faculty to develop a course plan and a lesson plan and present the same for discussion and refinement</p>	<p>→ The faculty is expected to:</p> <ul style="list-style-type: none"> • Be able to position the course in relation with the real world • Relate the concepts they are teaching with practical applications in real world • Develop the ability to develop good course plans and lesson plans 	Day-3 6 hours

		<p>information of students in advance, along with balanced allocation of time to Lectures, Tutorials, Assignments, Test and Quizzes, and Lab/workshop work.</p> <ul style="list-style-type: none"> • Preparing Lesson plans • Proper selection of instructional practice for each lesson <p>→ The faculty should be given demonstration of course and lesson planning for an engineering course, in a subject of common interest/ understanding.</p>		<ul style="list-style-type: none"> • Be able to identify problems for class room teaching/tutorials as well as for assignments. 	
5.	Team Building	<p>→ The faculty to be made aware of the value of Team work by both Students and Faculty</p>		<p>The faculty is expected to learn:</p> <ul style="list-style-type: none"> • The importance and value of group work • Methodologies/ strategies for organizing group work and providing guidance for high achievements 	Day-3 2 hours
6.	Lab and Workshop Planning	<p>→ The faculty to be:</p> <ul style="list-style-type: none"> • Made aware of the importance of labs and workshops exercises for improved comprehension of concepts and principles • Demonstrated examples of preparation of Lab Manuals • Taught how to prepare challenging lab/workshop experiments for a course 	<p>→ Faculty to:</p> <ul style="list-style-type: none"> • Prepare guidelines for students (in the Lab Manual format) for an experiment/ workshop exercise • Present the guidelines to other participants, highlighting how the experiment/ exercise is linked to understanding of a corresponding concept • Identify challenging experiments/ workshop exercises 	<p>→ The faculty is expected to:</p> <ul style="list-style-type: none"> • Be able to prepare Lab Manuals • Plan lab/workshop exercises for the whole course • Become confident in setting challenging experiments 	Day-4 4-6 hours
7.	Project Work Planning	<p>→ The faculty to be made aware of:</p>	<p>→ The faculty:</p> <ul style="list-style-type: none"> • Identifies one UG or PG 	<p>→ The faculty is expected to become confident in:</p>	Day-5 6 to 8 hours

		<ul style="list-style-type: none"> • Importance of Project Work in student learning (problem-based learning and collaborative learning)) • Identification of appropriate student projects, preferably linked to real-life/industry • Importance of Project Report • Importance of supervision and evaluation 	<p>project, write a synopsis on how the project would be carried out, list the software and hardware requirements, and write the expected results</p> <ul style="list-style-type: none"> • presents to other participants 	<ul style="list-style-type: none"> • Identification of good projects • Providing meaningful supervision to promote problem solving skills in students • Providing guidance in writing of good project reports 	
8.	Assessment of Trainees by Trainer, and Feed Back from Faculty	<ol style="list-style-type: none"> 1. Each faculty (participant) is expected to present for about 5 minutes a summary of his/her learning experience over the 5 days of training in pedagogy. It will be useful to suggest a format [training provider to devise the format] for presentations—verbally or with the help of slides. 2. In addition, a brief test needs to be conducted to assess their learning achievements. The training provider needs to develop a model question paper for the written assessment. 3. The faculty is also expected to provide session-wise feedback covering the following aspects: <ul style="list-style-type: none"> ○ Relevance of the topic (not relevant to very relevant on a scale) ○ Duration of the session (too short, appropriate, too long) ○ Is the mode of delivery appropriate (appropriate, not appropriate). ○ Ability of the trainer to explain the core concepts (very poor to excellent) ○ Interaction opportunity in the session (very low to very high) ○ Relevance of the examples chosen (very poor to excellent) ○ Opportunity for group work/activity in the session (nil to very good) ○ Overall satisfaction with the session (very low to excellent) 4. Each faculty is also expected to provide an Overall Feedback at the end of the entire program on the following parameters: <ul style="list-style-type: none"> ○ Overall duration of the course (too short to too long) ○ Logistics arrangements (classroom comfort, visibility, interaction zones, food, refreshments) - (very bad to excellent) ○ Confidence gained by attending the course (nil to very satisfactory) ○ Whether they found the training useful for career development (strongly disagree to strongly agree) ○ Will they recommend the course to their colleagues (not recommend to strongly recommend) 5. Faculty should list a maximum of 3 items for each query below: <ul style="list-style-type: none"> ○ What topics/teaching modes should definitely be continued in future programs. ○ What topics/teaching modes should be introduced in future programs. ○ What topics/teaching modes are not useful or ineffective and should not be used in future. <p>Overall Rating of the course is to be done on a scale of 0-10.</p>			Day-6 4 to 6 hours
	Valedictory:	Each participant is to be given a participation certificate (jointly by the host institution and training provider). The certificates may be handed over by the Chairperson or a senior member of the BOG.			

ADVANCED MODULE

S. No.	Elements of Pedagogy Training	Suggested Mode of Teaching/ Training		Expected Outcomes (learning objectives)	Duration, hours
		Lecture + Self Study	Applied Work (demonstrations, hands-on work, classroom exercises, home assignments, etc.)		
1	Access to Information Resources and Knowledge Bases	→ The faculty to be made aware of: <ul style="list-style-type: none"> • Non-electronic resources and their acquisition • E-learning resources—free and paid sites, how to conduct search at elementary and advanced levels • Internet security and tools for the same • Incorporation into course material (curriculum) and teaching 	→ The faculty to be: <ul style="list-style-type: none"> • Given home assignment to search material from websites for updating material on a topic of their choice • Submit the assignment to trainers for review and comments 	→ The faculty is expected to be able to: <ul style="list-style-type: none"> • Identify print, audio, video and electronic resources • Reach and/or acquire resources • Update course material for use in teaching 	Day-1 2 hours
2	Use of Technology and Multi-Media in Enhancing Learning and Performance	→ The faculty to be: <ul style="list-style-type: none"> • Given an overview of learning styles, the current generation's exposure to technology and media and why they may be predisposed to learning more effectively through such means. • Explained the need for tapping into the large amount of available knowledge around the globe • Explained advantages of deploying such modes, especially to support students whose learning pace may be different • Made aware of interactive and dynamic content and simulation tools to assist in the learning process. • Made conversant with at least one Learning Management 	→ Faculty to: <ul style="list-style-type: none"> • Use of a Learning Management System for organizing course material and preparing course plan • Access NPTEL and other material from national and international sources 	→ The faculty is expected to: <ul style="list-style-type: none"> • Understand the advantages of using Technology and Media in enhancing the learning effectiveness of their students. • Get an overview of and confidence in accessing the commonly available resources. 	Day-1 4 hours

		<p>System, preferably an Open Source one like 'Moodle' which will assist the faculty in organizing an entire course, course material, assignments, assessments and discussion groups to facilitate learning. Can be given examples of successful distance education programs facilitated by technology like the 'U21' management courses (PG programme in Information Technology Management by U21Global and IGNOU).</p> <ul style="list-style-type: none"> Given pointers to where good quality content, especially in the form of Video lectures etc. is available. An example to highlight this could be the NPTEL content available in India, and how this can be leveraged. 			
3	Assessment of Students	<p>→ The faculty to be made aware of:</p> <ul style="list-style-type: none"> Importance of assessment Assessment methodologies Need for transparency in assessment Summative and formative assessment methodologies and their uses Assigning marks, letter grades and relative grading 	<p>→ The faculty:</p> <ul style="list-style-type: none"> Develops scheme for assessment of various tests, quizzes, assignments, etc. Makes an analysis of results from an examination Utilizes results of assessments to identify gaps in student learning and design remedial measures 	<p>→ The faculty would become confident in:</p> <ul style="list-style-type: none"> Identifying the most appropriate combination of various assessments Developing remedial measures to improve student learning Ensuring transparency in all assessments 	Day-2 6 to 8 hours

4	Designing the Question Paper	<p>→ The faculty to be:</p> <ul style="list-style-type: none"> • Made aware of the attributes of good Mid-Semester /End-Semester question papers— knowledge testing, comprehension testing, syllabus coverage, challenging questions for testing out-of-box thinking, analysis and synthesis • Made aware of proper evaluation—punitive vs rewarding approach • Made aware of the importance of showing answer scripts to students 	<p>→ The faculty to:</p> <ul style="list-style-type: none"> • Demonstrate good quality question papers • prepare questions papers for mid-semester and end-semester examinations and quizzes • prepare model answers 	<p>→ The faculty is expected to be able to:</p> <ul style="list-style-type: none"> • Set good quality question papers • Work out model answers 	Day-3 6 to 8 hours
5	Micro-teaching	<p>→ Introduction to the principles of microteaching.</p>	<p>→ Constituting Groups of 4 participants (plus one mentor) for group activity.</p> <ul style="list-style-type: none"> • Each participant faculty asked to prepare a sample 15 minute content of a lecture; making a presentation to peers (4 people), gather suggestions in a suitable format. • Participant faculty to make a second presentation; collect reactions. • Participant faculty to share thoughts on how the improvements were incorporated in preparing the 2nd teaching session of 15 minutes. 	<p>→ The faculty is expected to:</p> <ul style="list-style-type: none"> • Understand the power of simulation. • Recognize areas for improvement in his/her teaching style; and is able to actually improve. 	Days-4&5 14-16 hours
6	* Research Methodology	<p>→ Faculty to be made aware of:</p> <ul style="list-style-type: none"> • Importance of Research • Taxonomy of Research 		<p>→ Faculty to able to:</p> <ul style="list-style-type: none"> • Perform independent Research 	Day-6 2 hours

		<ul style="list-style-type: none"> • Selection and formation of research Problems • Criteria for Research Quality • IPR issues 		<ul style="list-style-type: none"> • Write Research Papers • Write R&D proposals • Guide Research students 	
7	Assessment of Trainees by Trainer, and Feed Back from Faculty	<ol style="list-style-type: none"> 1. Each faculty (participant) is expected to present for about 5 minutes a summary of his/her learning experience over the 5 days of training in pedagogy. It will be useful to suggest a format [training provider to devise the format] for presentations—verbally or with the help of slides. 2. In addition, a brief test needs to be conducted to assess their learning achievements. The training provider needs to develop a model question paper for the written assessment. 3. The faculty is also expected to provide session-wise feedback covering the following aspects: <ul style="list-style-type: none"> ○ Relevance of the topic (not relevant to very relevant on a scale) ○ Duration of the session (too short, appropriate, too long) ○ Is the mode of delivery appropriate (appropriate, not appropriate). ○ Ability of the trainer to explain the core concepts (very poor to excellent) ○ Interaction opportunity in the session (very low to very high) ○ Relevance of the examples chosen (very poor to excellent) ○ Opportunity for group work/activity in the session (nil to very good) ○ Overall satisfaction with the session (very low to excellent) 4. Each faculty is also expected to provide an Overall Feedback at the end of the entire program on the following parameters: <ul style="list-style-type: none"> ○ Overall duration of the course (too short to too long) ○ Logistics arrangements (classroom comfort, visibility, interaction zones, food, refreshments) - (very bad to excellent) ○ Confidence gained by attending the course (nil to very satisfactory) ○ Whether they found the training useful for career development (strongly disagree to strongly agree) ○ Will they recommend the course to their colleagues (not recommend to strongly recommend) 5. Faculty should list a maximum of 3 items for each query below: <ul style="list-style-type: none"> ○ What topics/teaching modes should definitely be continued in future programs. ○ What topics/teaching modes should be introduced in future programs. ○ What topics/teaching modes are not useful or ineffective and should not be used in future. <p>Overall Rating of the course is to be done on a scale of 0-10.</p>			Day-6 4 to 6 hours
	Valedictory:	Each participant is to be given a participation certificate (jointly by the host institution and training provider).			
		The certificates may be handed over by the Chairperson or a senior member of the BOG.			

* The element of “**Research methodology**” in advanced module is optional for the State Project Facilitating Units to consider for their respective State Institutions

Format for providing details of experience and resources of training provider

1. Name :
2. Address and Contact details:
3. Relevant Work Experience (experience related to providing pedagogical and/or training in subject areas to faculty of engineering education institutions to be given in the tabular format given below)

Sl. No.	Requirement (Reference 4B of ToR)	Please provide the relevant information summary in this format
1.	No. of years into providing training	
2.	(please provide yearly break-up) No. of faculties/teachers trained so far and in how many batches	
3.	No. of trainers engaged along with their CVs (please provide yearly break-up)	
4.	Has the organization conducted 20 programmes of at least 3 days duration in a year. Please provide details	

4. An undertaking (self certificate) is to be submitted that there has been no outstanding bankruptcy, judgment or pending legal action that could impair operating as a going concern.
5. An Undertaking (Self Certificate) is to be submitted that the organization has not been black listed by any Central/State Government Department/Central Government Funded Organizations/State Government Funded Organization/World Bank, or other World Bank Organizations (including the UN Organizations) and is not under investigation by Government or UN Member State Government.
on of Interest

Format for experience profile of resource persons on the training provider's team.

1. Name:
2. Address and contact details:
3. Educational Qualifications:
4. Present Employment, if any:
5. Past Employment record (employer, period of service, designation of the post occupied)
6. Relevant Work Experience (experience related to providing pedagogical and/or training in subject areas to faculty of engineering education institutions to be given in the tabular format given below)

Title of Training Provided	Duration of training program in days	Name of Institution at which training provided	Names of institutions whose faculty participated in the training	Number of faculty trained