

CENTRAL POLLUTION CONTROL BOARD

Parivesh Bhawan
East Arjun Nagar Delhi-110032

MINUTES OF PRE BID MEETING

Sub: Pre-bid Meeting on EoI for Shortlisting of Agencies/Institutes for "Development of e-Learning modules for Mission Karmayogi as per iGOT framework"

Central Pollution Control Board has Invited Expression of Interest (EOI) on the above cited subject. In this context, a Pre-bid meeting was convened on 08/05/2023 (in hybrid mode) to clarify the scope of work (as outlined in EoI) to the potential bidders. The list of participants is given at Annexure-I

Divisional Head, CE Cell, welcomed the participants and briefed about the objective and scope of work under the project. He also demonstrated some of the E-learning modules available on the iGOT platform to enable the potential bidders in understanding the quality requirement for development of the E-learning Modules. Thereafter, he requested participants to present their queries if any. Details of issues raised by prospective bidders and response of CPCB is summarized in the Appendix-A.

Bidders have been advised to submit the proposals as per the clarification given by CPCB, which will be placed on CPP portal.

The meeting ended with thanks to the chair.



Annexure-I

List of participants

From CPCB:

1. Sh. B. Vinod Babu, Scientist 'F',
2. Ms. Deepti Kapil, Scientist 'D'
3. Sh. Sahil Patel, Scientist 'C'

Representatives from:

4. M/s Nangia Anderson LLP
5. M/s Environment Protection Training and Research Institute
6. Amity University
7. M/s Bennett, Coleman and Company Limited
8. SGGGS Institute of Engineering and Technology
9. M/s Novac Technology Solutions

Appendix-A

S. No.	Para	Condition	Clarification Required/Bidder Query	Response
1.	Schedule I: Case studies (Real life scenario based of examples) may also be provided for each topic and sub-topic, the same shall be provided preferably through Videos, simulations, animations. Term of References (TOR) Point no. 9 of Clause Scope of Work [ref: Page 3]	I: Case studies (Real life scenario based of examples) may also be provided for each topic and sub-topic, the same shall be provided preferably through Videos, simulations, animations.	Do the real life case studies will be provided by CPCB or the bidder have to create the same.	The Bidder have to prepare the real life case studies at field level which may include the videos. CPCB will facilitate access to the industrial units/processing facilities etc (as required) for the same. Details of E-learning modules requiring onsite videos/photographs will be indicated at the RFP stage.
2.	Schedule I: The finalised content shall be made available in English and amenable to requirements for use by differently abled persons as per Government of India. Term of References (TOR) Point no.12 of Clause Scope of Work [ref: Page 3]	I: The finalised content shall be made available in English and amenable to requirements for use by differently abled persons as per Government of India.	Do the videos with voice over will be required in English only.	As per iGOT requirements the Videos have to be provided with Voice over in English/in different regional languages. However, subtitle in the regional languages will be required in all regional languages as required under iGOT platform. The details on the languages required for voice over will be provided at RFP stage.
3.	Schedule I: It shall have embedded videos from youtube/vimeo or Web URL wherever required. Term of References (TOR) Point (c) of Type of Learning Content under clause Content Requirements:	I: It shall have embedded videos from youtube/vimeo or Web URL wherever required.	Kindly clarify about requirement of embedded videos and videos to be uploaded.	The content framework of iGOT platform prescribes to adopt Watch-Think-Do-Explore-Test (WTDET) model. Therefore, Videos under the main content of the E-learning modules shall be created by the bidder and same will be uploaded on iGOT platform. Further, under the Explore of WTDET model external links of videos may be provided to enable the learner in building its

	[ref: Page 4]			knowledge beyond the training module as reference material.
4.	Schedule I: The developed Content materials shall qualify the Content Quality Assessment which compromises of 08 sections (i.e Mandatory; Sustainable Development; Instructional Methods; Assessment Design; Competencies & Skills; Learner Engagement; Diversity Inclusion and Lerner Support). Term of References (TOR) Point (a) of iGOT Requirements: Content Requirements: [ref: Page 4]	The developed Content materials shall qualify the Content Quality Assessment which compromises of 08 sections (i.e Mandatory; Sustainable Development; Instructional Methods; Assessment Design; Competencies & Skills; Learner Engagement; Diversity Inclusion and Lerner Support).	Details on the same may kindly be provided.	Currently, there are 08 sections (having various questions in each section) under Content Quality Assessment for uploading the E-learning framework on iGOT Platform. The developed training content shall qualify the said assessment. Section wise queries currently being sought at iGOT platform are provided as Annexure-II.
5.	Schedule I: The agency/institute shall provide full support to CPCB in uploading the developed E-learning Content on the iGOT Karmayogi platform: [ref: Page 5]	The agency/institute shall provide full support to CPCB in uploading the developed E-learning Content on the iGOT Karmayogi platform.	Do the bidder have to upload the developed content material on iGOT Platform.	CPCB will upload the content on iGOT platform, however the bidder shall assist CPCB in doing so and provide necessary information for the same. While uploading the Content on iGOT platform certain data sets to be provided such as Title, Sub-Title, Keywords, Description etc, shall be provided by the bidder.
6.	Schedule I: The Contract period will be 180 days from award of work. However, the timeline for development of individual E-learning Modules shall be as per the Timeline specified in Annexure-I. Term of References (TOR) Schedule for Completion of Tasks [ref: Page 5]	The Contract period will be 180 days from award of work. However, the timeline for development of individual E-learning Modules shall be as per the Timeline specified in Annexure-I.	The contact period has been specified for a period of 180 days, however, the timeline specified against each identified topic under Annexure-I is from 1-2 months. Kindly clarify	As specified in EOI "The Institute/Agency identified after RFP may be awarded one or more of the identified topics as listed in Annexure-I for development of E-learning Training Modules." From the date of award of task for development of specific E-learning modules the same have to be developed

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				within the period specified in Annexure-I of EOI.
7.	Schedule II: Instructions to Bidders Eligibility Criteria Point no. 4 & 5 of Clause: Qualifying Requirements: [ref: Page 6]	4. The bidder should have development atleast 03 e-learning modules in the relevant sectors (preferably in Environmental Law; Environmental Quality Monitoring; Water/Air; Environment; Ecology; Energy; Industrial Pollution etc during the preceding three (03) Years as on the date of EOI submission. a. Single order valuing Rs 50 lacs (Rupees Fifty lacs only) OR b. Two orders valuing Rs 40 lacs (Rupees Forty lacs only) each OR c. Three orders valuing Rs 25 lacs (Rupees Twenty-Five lacs only) each. 5. The average annual turnover of the Bidder, in the preceding three (3) financial years as on the date of submission of EOI, should not be less than INR 50 Lakh (Fifty lakhs).	The Academic institutes have the technical capabilities and experiences of developing E-learning Modules. However, the same have not developed the same as work order/ on cost basis and therefore such institutions may not have any project value. Therefore, it was requested to remove the provision of project costs for such academic institutions. It was also requested to provide relief on the relevant sectors as mentioned in EoI as there are agencies which have developed E-learning Modules, however the same are not in the specified relevant sectors	The E-learning Modules proposed to be developed are of the specified relevant sectors. Therefore, in order to develop quality content E-learning material experiences as specified in EOI in the said sectors is required.
8.	Annexure-I List of topics for preparation of e-learning Modules under Mission Karmayogi [ref: Page 12]		Kindly specify the running time of each proposed topics as mentioned in the Annexure-I.	The running time of each E-learning module developed depends upon the nature of the subject and the level of information to which the same is to be provided. Tentative running time for topics proposed has been provided in Revised

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				Annexure-I to EOI appended with this MoM.
9.	--	--	Is there any upper cost limit for the bidder? Additional Cost will be required for onsite shooting.	At this stage CPCB cannot comment on the cost limits. However, cost of development of Training Modules for each topic will vary as per requirements.



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Annexure-I of EOI

List of topics for preparation of e-learning Modules under Mission Karmayogi

S. No	Competency		Topic Proposed	Tentative Running Hours*	Timeline
A.	Environmental Regulations	1.	Role of State and Central governments under various Environmental regulations	1 - 1.5 Hrs	01 Month
B.	Wastewater Treatment	2.	Zero Liquid Discharge (ZLD) in Textile Industry/CETP and Utilization of Recovered Salt in the Process	2-3 Hrs	02 Months
		3.	Treatment of Sewage - Evolving technologies and Options	2-3 Hrs	02 Months
		4.	Utilization of sewage - Case studies	1.5 - 2 Hrs	02 Months
C.	Resource Efficiency and Waste Management	5.	Circular Economy - EPR in Plastic and E-Waste	2-3 Hrs	1.5 Months
		6.	Circular Economy - EPR in Batteries and Tyres	2-3 Hrs	1.5 Months
		7.	Circular Economy - EPR in ELVs and Used Oil	2-3 Hrs	1.5 Months
		8.	Integrated solutions for Solid Waste management	3-4 Hrs	1.5 Months
		9.	Industrial Hazardous Waste Management	3-4 Hrs	1.5 Months
D.	Control of Pollution	10.	Introduction to Conduct Objective Specific Environmental Compliance Verification	2-3 Hrs	1.5 months
		11.	Consent to Establish/ Operate under Water Act and Air Act	1-1.5 Hrs	01 Months
		12.	Go-kashth Bhopal Model - Cow Dung Wood/Logs	1-1.5 Hrs	02 months
		13.	Best Achievable Techniques in Textile Industries	3-4 Hrs	02 Months
		14.	Pulp and Paper	4- 5 Hrs	02 Months
		15.	Best Achievable Techniques - Sugar and Distilleries	4- 5 Hrs	02 Months
		16.	Best Achievable Techniques - Tanneries	4- 5 Hrs	02 Months
		17.	Integrated Iron and Steel	4- 5 Hrs	02 Months
		18.	Dye and Dye intermediates	4- 5 Hrs	02 Months
19.	Environmental Management and Pollution	3-4 Hrs	02 Months		



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			Control in Cement Industries		
E.	Administrative	20.	Introduction of CCS Conduct Rules	2-2.5 Hrs	01 Month
F.	Environmenta IQuality Monitoring	21.	Monitoring and Testing of Water Quality parameters	2 - 2.5 Hrs	02 Months
		22..	Monitoring and Testing of Air Quality parameters	3-4 Hrs	02 Months
		23.	Preparations for Field Trip(s) for Sampling of Water/ Waste Water / Soil /Sediment for measurement of organic pollutants	1-1.5 Hrs	01 Months
		24.	Preparations for Field Trip(s) for Sampling of water bodies and drains/Nalas	1-1.5 Hrs	02 Months
		25.	Biomonitoring - A Biological Tool for Water Quality Assessment	3 - 4 Hrs	02 Months
		26.	Simple methods of testing water in rivers and wells using kits	3 - 4 Hrs	02 Months

*Tentative Running time can be revised at RFP stage.

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Section wise list of questions under Content Quality Assessment

S. No.	Sections	Assessment Description
1.	Mandatory Requirement	<ul style="list-style-type: none"> i. The content does not contain hate speech, abuse, violence and profanity. ii. There is no sexual content, nudity or vulgarity in the course being developed. iii. There is no defamation of any institution or individual as part of the course. iv. The content is appropriate for all users on the platform and does not hurt sentiments of any race, caste, religion or gender. v. All maps, borders and historical figures have been appropriately and accurately represented. vi. The content does not contain any copyright violation. vii. The content is devoid of plagiarism and a plagiarism certificate is attached with this documentation. viii. All sources - online or printed materials - have been duly credited. A list of references is maintained at the end of each module. ix. The course is tagged to one or more competencies that it addresses.
2.	Sustainable Development	<ul style="list-style-type: none"> i. The course conserves the integrity of ecosystems and biodiversity, and promotes sustainable management and use of natural resources. ii. The course addresses the risks of climate change impact and disasters, integrates climate change adaptation considerations, and does not exacerbate the vulnerability of communities to climate change impacts or disaster risks. iii. The course does not promote practices related to increased pollution, unsound chemicals and waste management - especially with respect to plastic waste, hazardous wastes, organic and ozone depleting pollutants. iv. The course promotes sustainable and efficient use of resources (energy, land and water). v. The course advocates responsible and sustainable lifestyles, including Green Economy and Green Jobs. vi. The course does not portray harming living beings (humans, animals or plants) with the intent to benefit from such practices. vii. The course does not promote forced labour, armed conflicts, delocalization and migration, displacement and involuntary settlement. viii. The course promotes friendly relations among nations, peaceful solutions, and living together. ix. The course does not promote/advance any form of violence including (but not limited to) bullying, physical or verbal abuse, gender-based violence, and extremism.



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		<ul style="list-style-type: none"> x. The course promotes/advances equality, inclusion, and non-discrimination – for example by gender, caste, race, class, and disability. xi. The course does not depict working children under the legal age of 18 years. xii. The course does not breach any provisions with respect to national employment, labour laws and international commitments. xiii. The course promotes occupational health and safety standards with a special focus on female workers, young workers, migrant workers and workers with disabilities. xiv. The course advocates sustainable cities, communities and health of the planet for future generations. xv. The course does not adversely affect international or intercultural understanding, solidarity and cooperation. xvi. The course recognizes, respects, protects and preserve indigenous people's culture, knowledge and practices.
3.	Instructional Methods	<ul style="list-style-type: none"> i. A clear learning pathway is defined, and learners are able to track their journey (E.g. a menu of topics and subtopics indicates what the learner has finished and how much is remaining within the course). ii. Each module contains at least one 'Watch' element as defined in the WTDET content framework. iii. Each module contains at least one 'Think' element as defined in the WTDET content framework. iv. Each module contains at least one 'Do' element as defined in the WTDET content framework. v. Each module contains at least one 'Explore' element as defined in the WTDET content framework. vi. The course introduction is included as part of the course, and states the learning objectives and intended audience at the beginning of the course. vii. Module-level learning objectives are stated clearly and align with the overall course goals. viii. The course employs a variety of multimedia tools as necessary, which appropriate for the content and target group. ix. There are practice reinforcement questions after approximately every 7 screens. x. All practice activities ('Think' elements) provide diagnostic feedback i.e. when a learner answers a question (whether incorrectly or correctly), the system provides them with descriptive feedback. xi. There is at least one active learning activity - such as online discussion/ debate, group project, synchronous online meeting, case study or a learning game - per course. xii. The language used in the course is understandable by the target audience. xiii. Learners are given examples of and asked to explore practical applications of the course in their setting.

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4.	Assessment Design	<ul style="list-style-type: none"> i. The course features a summative assessment (i.e. end-of-course assessment, the 'Test' as defined in the WTDET content framework) with clear instructions on evaluation. ii. The criteria for passing the course are clearly stated in the assessment. iii. The learning activities and assessment are consistent with the learning outcomes of the course. iv. The answer options for multiple choice questions, or distractors, are realistic i.e. learners cannot guess the correct answer by easily eliminating incorrect ones. v. The assessment uses understandable language and terms. vi. Case studies and case-oriented assessment questions are based on real-life situations. vii. The assessment uses more than one format of questions. viii. The course avoids True/False questions. ix. The assessment avoids "All of the above" and/or "None of the above" answers. (They call attention to themselves and are often correct!)
5.	Competency And Skills	<ul style="list-style-type: none"> i. All target competencies are clearly stated at the beginning of the course. ii. All target competencies are clearly tested at the end of the course to demonstrate progression. iii. All target competencies have been covered in the course using real-life scenarios.
6.	Learner Engagement	<ul style="list-style-type: none"> i. Resources are byte sized (6-10 minutes long). ii. The technical quality of all media is good i.e. videos and audios play with no distortion. iii. The reading content (e.g. PDFs, slides) is designed for on-the-go consumption, and contains visual summaries, infographics and other similar. iv. The voice over accent is one that can be easily understood by the target audience. v. Web links used in the course are relevant and functional. vi. The voice used is not machine simulated and robotic.
7.	Diversity Inclusion	<ul style="list-style-type: none"> i. All graphical elements (image, graphics, shapes, charts etc.) used in the course include descriptive 'alt tags' that screen readers read out in descriptions. ii. Videos feature closed captions and transcripts. iii. Hyperlinks in the course connect to the correct location, and all of them are descriptively titled (not using phrases as "Click here"), underlined, and in a different colour. iv. The course provides alternative activities to replace drag-and-drop ones by using a matching activity with typing the correct number or letter. v. The course uses appropriate font size and type, which is adjustable and conforms to standards of World Wide Web Consortium. vi. The course uses both colour and symbols to convey messages or visual notifications.

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		<ul style="list-style-type: none"> vii. The course uses patterns and textures as opposed to only contrasting colours for elements that require emphasis. viii. Colour schemes used are colour-blind-friendly (please see the W3C standards) and contrast is used in choosing colour combinations. ix. PDFs are saved as searchable text not images. x. Audio narration is available for static content. xi. The course features diversity in gender. xii. The course does not showcase disparity or discrimination among genders (male, female, third gender). The course is gender intentional/ gender transformative. xiii. The course uses language that is gender inclusive e.g. use of 'they' in favour of 'he' (with appropriate change to sentence structures). xiv. The course provides a good overview of gender disparities/gaps in the health and education sector. xv. The course provides adequate information related to gender budgeting/planning exercises. xvi. The course effectively transmits information regarding existing gaps in female labor force participation and relevant policy options. xvii. The course provides adequate information to carry out administrative decisions to enhance women's safety and violence prevention. xviii. The course provides comprehensive information issues of the girl child and women in India. xix. The course is multilingual and available in multiple official languages. xx. Human characters used in the course belong to the context that is being portrayed e.g. use of Indian characters in Indian contexts and situations, and use of international characters where the situation demands.
8.	Learner Support	<ul style="list-style-type: none"> i. Learners are able to download courses and complete the course offline (e.g. the course avoids using YouTube/ external links to videos). ii. Learners have access to additional resources that enrich the course content. iii. Learners have access to troubleshooting resource(s) and contact details. iv. The course features navigational help. v. The course contains a list of abbreviations used and a glossary of terms as part of each module.

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