**TERMS OF REFERENCE**

**Teacher Education Consultant (ASM-EDN-023)**

1. **BACKGROUND / RATIONALE**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in states to prepare professionally trained persons for becoming school teachers. The Government of India has initiated steps to revise the existing Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education. This Scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasized the significance and need for a decentralized system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established.

Teacher education (TE) is a key intervention for improving the quality of teaching and learning and thus for achieving the goals of the Right of Children to Free and Compulsory Education (RTE) Act 2009. However the present quality of teacher education systems and processes in India leave much to be desired in light of the requirements of the Act. The existing Teacher Education Institutions (TEIs) in the country are little prepared to meet the enormous task of supplying huge numbers of trained teachers to the school system in order to meet RTE norms. Moreover, RTE requires bringing a paradigm shift in teachers’ educational beliefs and practice in terms of providing quality, child-cantered, inclusive education to diverse learners, which also presents a major challenge for both pre-service and in-service teacher education.

MHRD has launched its revised Teacher Education Scheme which came into effect from 1 April 2012 until April 2017. As per guidelines of revised scheme, State Council for Educational Research and Training (SCERT) is responsible for putting together the respective State’s Five year Perspective Plan for Teacher Education.

Education section of UNICEF Assam, is providing technical support to SCERT, Assam in implementation of Restructuring and Reorganizing Teacher Education Scheme in Assam. UNICEF, Assam is closely working with SCERT, Assam to enhance the professional, interpersonal and personal capacities of teacher educators of DIETs and academic faculties of SCERT, Assam as a part of teacher’s education reforms. These initiatives are critical in terms of constant follow-up and collaboration with Government counterparts. UNICEF’s technical support in restructuring and reorganizing teacher education in Assam has also been highlighted in several platforms by the state government. In the similar lines a number of activities have been planned for 2016, which are important to ensure effective implementation of the Teacher Education Scheme in Assam.

1. **PURPOSE OF ASSIGNMENT**

The purpose of the assignment is to provide technical support to SCERT, DIETs, CTE and IASEs Assam in implementation of Teacher Education Scheme as per guidelines of Ministry of Human Resource Development (MHRD), Govt. of India. In view of this, the services of the consultant are of immense need to accomplish the tasks in time-bound manner. The strengthened partnerships of UNICEF with Government of Assam has further necessitated the need of a Teacher Education consultant.

1. **What is the main objective to which the consultancy is related?**

* To provide support to UNICEF and SCERT, Assam for development and implementation of Teacher Education Scheme approved plans of SCERT, DIETs, CTE and IASEs;
* To provide support in organising capacity building trainings for teacher educators of DIETs and academic faculty of SCERT, Assam;
* To facilitate coordination and smooth communication between UNICEF and SECRT for implementation of activities;
* To provide technical support to State Resource Group on Inclusive Education in Assam;
* To document the case studies and compile the reports of capacity building programs jointly organised by UNICEF and SCERT;

1. **Major tasks to be accomplished:**
2. **Technical Co-ordination**

* Support the Government of Assam (SCERT) and UNICEF, Assam for effective implementation and manage Teacher Education Scheme as per G.O.I guidelines.
* Consultant will ensure that annual work plan of SCERT, DIETs, CTE and IASEs developed annually.
* Follow up on implementation of the approved work plan through TEIs.
* Support SCERT in developing the reports on the progress made periodically.
* Documentation of the programme/activities of Teacher Education.

1. **Capacity-building**

* Develop and facilitate capacity-building plans/training for teacher educators, Leaders of TEIs and academic faculty of SCERT.
* Support SCERT and SSA in planning and implementation of interventions under Inclusive Education in Assam.
* Prepare detailed reports of all the workshops and training conducted jointly by UNICEF and SCERT.

1. **Supportive Supervision & Monitoring**

* Together with other field functionaries of SCERT, undertake regular monitoring field visits to understand the quality of implementation and provide feedback for corrective measures.
* Develop monitoring mechanism /reporting format, assist in data compilation, analysis and reporting etc.
* Provide technical assistance for preparation of documents/ regular reports / resource materials etc.

1. **Inter-sectoral Convergence**

* Liaise with line departments’ viz. SCERT, DIET, CTE, IASE, DSE/DHE and Department of Education of Universities to improve quality of inputs for education in their respective programs including initiatives such as teaching learning methodology.
* Participate in meetings/workshops pertaining to Teacher Education programme .
* Perform any other duties and responsibilities as directed by supervisor from time to time.

1. **End Product (e.g. Final Report, Article, Document, etc.)**

| **Key Deliverable(s)** | **Major Tasks** | **Estimated deadline for deliverable** | **Estimated travel required (number of days)** |
| --- | --- | --- | --- |
| 1. Five days training on ‘Leadership Development and Conflict Management’ for Principals of DIETs and submission of final report. 2. Progress Monitoring Report of Multi Grade Multi Level (MGML) Teaching Learning approach | 1. Development of concept note, proposal and budget for the training 2. Facilitate meetings at SCERT level for necessary preparation of the training 3. Coordination with National level Resource Person 4. Providing support during the Training and facilitate sessions with RP 5. Preparation and submission of final report to UNICEF and SCERT. 6. Coordination with DIET Titabar for strengthening Multi Grade Multi Level (MGML) in Jorhat district 7. Support to SCERT and DIET Titabar for scaling up MGML Teaching Learning approach and strengthening DIET as resource centre/ Learning Hub for child centric pedagogy for elementary and pre-school children | 31 March 2016 | 5 Days |
| 1. Report on Gap Analysis of Inclusive Education (IE) in Assam 2. Teachers’ Hand Book on “Including Children with Disability at Primary Level” | 1. Support SCERT for developing concept note, proposal and budget for gap analysis as per UNICEF’s policies and Norms 2. Facilitate coordination and communication among UNICEF, SCERT and SSA, Assam for conducting Gap Analysis 3. Prepare necessary documents: study format, report etc. 4. Provide support in data collection and preparing the report 5. Facilitate coordination and communication among UNICEF, SCERT and SSA, Assam for final version of Teachers’ Hand Book 6. Coordination with designing agency for getting “ready to print” (with Illustrations) copy of Teachers’ Hand Book. 7. Submission of final version of Teachers’ Hand Book | 31 May 2016 | 5 Days |
| 1. Teacher training Module on Inclusive Education. 2. Teacher Education Plans and Progress Report 3. State Level Workshop of Teacher Educators of 27 Districts on Teacher Handbook on Inclusive Education | 1. Support SCERT for developing concept note, proposal and budget as per UNICEF’s policies and norms. 2. Facilitate coordination and communication between UNICEF and SCERT and SSA, Assam for organising the workshop for development of Module 3. Submission of final report of the Workshop and “Ready to Print” copy of the module. 4. Ensure that annual work plan of SCERT, DIETs, CTE and IASEs developed annually. 5. Follow up on implementation of the approved work plan of TEIs. 6. Support SCERT in developing the reports on the progress made periodically. 7. Documentation of the programme/activities of Teacher Education and submission of report. 8. Facilitate coordination and communication between SCERT, and UNICEF, Assam for the workshop 9. Identifying national level Resource Person in consultation with UNICEF and SCERT, Assam 10. Communication with Resource person for preparation of necessary documents for the workshop 11. On sight support to SCERT for organising workshop 12. Preparation of workshop report and submission of final report and SoE to UNICEF | 31 July 2016 | 6 Days |
| 1. State Level Workshop for Teacher Educators of DIET to Review D.El.Ed Curriculum From IE Perspective and Submission of Workshop Report. 2. Handbook on Performance Records/Review of Teachers Educators and Quality Monitoring Tool | 1. Supporting SCERT in developing concept note , proposal and budget as per norms of UNICEF 2. Identifying national level Resource Person in consultation with UNICEF and SCERT, Assam 3. Facilitate coordination and communication between UNICEF and SCERT for organising training 4. Communication with Resource person for preparation of necessary documents for the training 5. Preparation of workshop report and submission of final report and SoE to UNICEF 6. Support to SCERT in development of concept note, proposal and budget for the workshop 7. Coordination with SCERT, NCERT and National level Resource Person for the workshop 8. Provide support during the workshop 9. Submission of final report and SoE to UNICEF | 30 September 2016 | 6 Days |
| 1. Submission of 6 Case Studies On Teacher Educators , Inclusive Education 2. Progress Monitoring Report Multi Grade Multi Level (MGML) Teaching Learning Approach | 1. Prepare note on case study selection criteria in consultation with SCERT and identify six case studies from different districts of Assam 2. Preparing the format for case study in consultation with SCERT and UNICEF 3. Collection of data and information and writing the case studies 4. Submission of first draft of case studies 5. Submission of final draft of case studies 6. Coordination with DIET Titabar for strengthening Multi Grade Multi Level (MGML) in Jorhat district 7. Submission of Monitoring report | 31 December 2016 | 8 Days |

**Payment Schedule:**

|  |  |
| --- | --- |
| **Deliverables** | **Timeline** |
| 1. Five days training on ‘Leadership Development and Conflict Management’ for Principals of DIETs and submission of final report 2. Progress monitoring report of Multi Grade Multi Level (MGML) teaching learning approach | 31 March , 2016 |
| 1. Report on gap analysis of Inclusive Education ( IE) in Assam 2. Teachers’ Hand Book on “Including Children with Disability at Primary Level” | 31 May, 2016 |
| 1. Teacher training module on Inclusive Education 2. Teacher Education annual plans and progress report 3. State level workshop for teacher educators of 27 districts on teacher handbook on Inclusive Education | 31 July, 2016 |
| 1. State level workshop for teacher educators of diet to review D.El.Ed curriculum from I E perspective and submission of workshop report 2. Handbook on performance records/review of teachers educators and Quality Monitoring Tool | 30 September, 2016 |
| 1. Submission of 6 case studies on teacher educators and inclusive education 2. Progress Monitoring Report of Multi Grade Multi Level (MGML) teaching learning approach | 31 December, 2016 |

1. **OFFICIAL TRAVEL INVOLVED**

The consultant needs to travel within and outside the state for accomplishing the tasks as per deliverables and as and when required. In addition, travelling will also be undertaken to participate and provide support for engagement with district-level functionaries. A total of 04 to 05 days per month is estimated.

1. **Duty station:** SCERT Guwahati, Assam
2. **Qualifications or Specialization**

* Post Graduate in Social Sciences, or Social Wok or Elementary or Secondary

Education.

* Previous work experience/ field experience /familiar with the practical application of planning/field coordination and management in elementary education programs / projects.
* Minimum four years of experience working with Government t/non-governmental agencies/ UNICEF or other UN agencies.
* Ability to conduct educational survey.
* Working knowledge of MS Office essential, knowledge of data analysis packages preferable.
* Good written and verbal communication skill, negotiation and facilitation skills
* Fluent in speaking and writing Assamese, English and Hindi
* Report writing and documentation skills.
* Ability to work collaboratively with diverse partners and ability to work in a multi- cultural environment.

1. **TECHNICAL EVALUATION CRITERIA:**

**Criterion for short- listing of applicants for Interview:**

In order to get short- listed for the interview, all candidates will have to meet the basic educational qualification criterion as mentioned in Point 8 and secure 50% points in relevant experience through sample of previous work and resume.

* Educational Qualifications (20)
* Relevant Experience (20)
* Interview (30)
* Competencies (10)
* Sample of previous work\* (10)
* Experience in Bilateral/International/UN agencies (10)
* Total Score should be 100. Minimum overall qualifying score should be 70 out of 100.
* Minimum qualifying score for the Interview is 15 out of 20 in (Educational Qualification) and 10 out of 20 in (Relevant Experience), to be short listed for the face to face Interview.

**10. Application Procedures**

* Qualified female/male candidates are requested to please indicate their ability and availability to undertake the terms of reference above.
* We request you to please inform us where you have seen this advertisement.
* Your application should be sent to [guwahati.consultants@unicef.org](mailto:guwahati.consultants@unicef.org) by **COB 04 February 2016** with subject line "**Teacher Education Consultant (AS-EDN-023)**" in separate files consisting of:

1. An application letter
2. P11 form (which can be downloaded from our website at http://www.unicef.in/P11form.doc
3. A **financial proposal** ***in PDF format*** indicating deliverable based fee as per template attached. Please mention your **name** in the file name while saving.

* Final selection will be done on the basis of aggregate of all scores out of a total of 100.
* Only short-listed candidates will be called for written test/interview (if applicable).
* The financial proposals of only those candidates, who are found technically responsive, will be opened/Considered.
* Any attempt to unduly influence UNICEF’s selection process will lead to automatic disqualification of the applicant.
* Joint applications of two or more individuals are not accepted.
* Please note, UNICEF does not charge any fee during any stage of the process.

For any clarifications, please contact:

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