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| **INSTRUCTIONS**  Please answer each question clearly and completely. **Type or print in ink.** Read carefully and follow all directions. | | | | | | | | | | | **UNITED**  **NATIONS**  **PERSONAL HISTORY** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Do Not Write in This Space** | | | | | | | | | | |
| **1.** Family name | | | | | | | | | | | | | | First name | | | | | | | | | | | | | | | Middle name | | | | | | | | | | | | Maiden name, if any | | | | | | | | | | | | |
| **2.** Date  of  Birth | | Day | | Mo. | | | Yr. | | | **3.** Place of birth | | | | | | | | | | | **4.** Nationality (ies) at birth | | | | | | | | | | | | | | | | **5.** Present nationality (ies) | | | | | | | | | | | | | | | **6.** Sex | |
| **7.** Height | | | **8.** Weight | | | | **9.** Marital status:  Single | | | | | | | | | | Married | | | | | | | Separated | | | | | | | | | | | | Widow(er) | | | | | | | | | | | Divorced | | | | | |
| **10.** | Entry into United Nations service might require assignment and travel to any area of the world in which the United Nations might have responsibilities. Have you any disabilities which might limit your prospective field of work or your ability to engage in air travel? YES  NO If “yes”, please describe. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **11.** Permanent address | | | | | | | | | | | | | | | | | | **12.** Present address (if different) | | | | | | | | | | | | | | | | | | | | **13.** Office Telephone No. | | | | | | | | | | | | | | | |
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| Telephone No. | | | | | |  | | | | | | | | | | | | Telephone/Fax No. | | | | | | |  | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |
| **15.** Have you any dependents? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | YES NO  If the answer is “yes”, give the following information: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAME | | | | | | | | | Date of Birth | | | | | | | | Relationship | | | | | | NAME | | | | | | | | | | | | | | | | | Date of Birth | | | | | | | | | | Relationship | | | |
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| **16.** Have you taken up legal permanent residence status in any country other than that of your nationality?  If answer is “yes”, which country? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | YES  NO | | | | | |
| **17.** Have you taken any legal steps towards changing your present nationality?  If answer is “yes”, explain fully: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | YES  NO | | | | | | | | | | | | | | | | |  | | | | |
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| **18.** Are any of your relatives employed by a public international organization?  If answer is “yes”, give the following information: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | YES NO | | | | | | | | | | | | | | | | | | | | |
| NAME | | | | | | | | | | | | | | | | | | | | Relationship | | | | | | | | | | Name of International Organization | | | | | | | | | | | | | | | | | | | | | | | |
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| **19.** What is your preferred field of work? | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **20.** Would you accept employment for less | | | | | | | | | | | | | | | | | | | | | | **21.** Have you previously submitted an application for employment with U.N.? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| than six months | | | | | | | YES  NO | | | | | | | | | | | | | | | if so when? | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **22.** KNOWLEDGE OF LANGUAGES. What is your mother tongue? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | READ | | | | | | | | | | | WRITE | | | | | | | | | | | | | | | SPEAK | | | | | | | | | | | UNDERSTAND | | | | | | | | |
|  | | | | | | | |  | | | | | | | Not | | | |  | | | | | | | Not | | | | | | | |  | | | | | Not | | | | | |  | | | | | | Not | | |
| OTHER LANGUAGES | | | | | | | | Easily | | | | | | | Easily | | | | Easily | | | | | | | Easily | | | | | | | | Easily | | | | | Easily | | | | | | Easily | | | | | | Easily | | |
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| **23.** For clerical grades only  *Indicate speed in words per minute* | | | | | | | | | | | | | | | | | | | | | | | | | | *List any office machines or equipment*  *you can use* | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Typing | | | | | | | |  | | | | | | |  | | | |  | | | | | | |  | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| Shorthand | | | | | | | |  | | | | | | |  | | | |  | | | | | | |  | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **24.** EDUCATIONAL. Give full details - N.B. Please give exact titles of degrees in original language.  A. UNIVERSITY OR EQUIVALENT Please do not translate or equate to other degrees. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAME, PLACE AND COUNTRY | | | | | | | | | | | | | | | | ATTENDED FROM/TO | | | | | | | | | | | DEGREES and ACADEMIC | | | | | | | | | | | | | | | | | MAIN COURSE OF STUDY | | | | | | | | | |
|  | | | | | | | | | | | | | | | | Mo./Year | | | | | Mo./Year | | | | | | DISTINCTIONS OBTAINED | | | | | | | | | | | | | | | | |  | | | | | | | | | |
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| B. SCHOOLS OR OTHER FORMAL TRAINING OR EDUCATION FROM AGE 14 (e.g. high school, technical school or apprenticeship) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAME, PLACE AND COUNTRY | | | | | | | | | | | | | | | | TYPE | | | | | | | | | | | | ATTEND FROM/TO | | | | | | | | | | | | | | CERTIFICATES OR | | | | | | | | | | | |
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| **25.** LIST PROFESSIONAL SOCIETIES AND ACTIVITIES IN CIVIC, PUBLIC OR INTERNATIONAL AFFAIRS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **26.** LIST ANY SIGNIFICANT PUBLICATIONS YOU HAVE WRITTEN (do not attach) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **27.** | EMPLOYMENT RECORD: **Starting with your present post, list in reverse order every employment you have had.** Use a separate block for each post. Include also service in the armed forces and note any period during which you were not gainfully employed. If you need more space, attach additional pages of the same size. Give both gross and net salaries per annum for your last or present post.  A. PRESENT POST (LAST POST, IF NOT PRESENTLY IN EMPLOYMENT) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FROM | | | | | TO | | | | | | | SALARIES PER ANNUM | | | | | | | | | | | | | | | | | EXACT TITLE OF YOUR POST: | | | | | | | | | | | | | | | | | | | | | | | | |
| MONTH/YEAR | | | | | MONTH/YEAR | | | | | | | STARTING | | | | | | | | FINAL | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
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| NAME OF EMPLOYER: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | TYPE OF BUSINESS: | | | | | | | | | | | | | | | | | | | | | | | | |
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| ADDRESS OF EMPLOYER: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | NAME OF SUPERVISOR: | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | SUPERVISED BY YOU: | | | | | | | | | | | | |  | | | |  | | | | | | | |
| DESCRIPTION OF YOUR DUTIES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| B. PREVIOUS POSTS *(IN REVERSE ORDER)* | | | | | | |
| FROM | TO | SALARIES PER ANNUM | | EXACT TITLE OF YOUR POST: | | |
| MONTH/YEAR | MONTH/YEAR | STARTING | FINAL |  | | |
|  |  |  |  |  | | |
| NAME OF EMPLOYER: | | | | TYPE OF BUSINESS: | | |
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| ADDRESS OF EMPLOYER: | | | | NAME OF SUPERVISOR: | | |
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|  | | | | NO. AND KIND OF EMPLOYEES | REASON FOR LEAVING: | |
|  | | | | SUPERVISED BY YOU: |  | |
| DESCRIPTION OF YOUR DUTIES | | | | | | |
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| FROM | TO | SALARIES PER ANNUM | | EXACT TITLE OF YOUR POST: | | |
| MONTH/YEAR | MONTH/YEAR | STARTING | FINAL |  | | |
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| NAME OF EMPLOYER: | | | | TYPE OF BUSINESS: | | |
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| ADDRESS OF EMPLOYER: | | | | NAME OF SUPERVISOR: | | |
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|  | | | | NO. AND KIND OF EMPLOYEES | | REASON FOR LEAVING |
|  | | | | SUPERVISED BY YOU***:*** | |  |
| DESCRIPTION OF YOUR DUTIES | | | | | | |
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| FROM | TO | SALARIES PER ANNUM | | EXACT TITLE OF YOUR POST: | | |
| MONTH/YEAR | MONTH/YEAR | STARTING | FINAL |  | | |
|  |  |  |  |  | | |
| NAME OF EMPLOYER: | | | | TYPE OF BUSINESS: | | |
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| DESCRIPTION OF YOUR DUTIES | | | | | | |
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| FROM | TO | SALARIES PER ANNUM | | EXACT TITLE OF YOUR POST: | |
| MONTH/YEAR | MONTH/YEAR | STARTING | FINAL |  | |
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| NAME OF EMPLOYER: | | | | TYPE OF BUSINESS: | |
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|  | | | | NO. AND KIND OF EMPLOYEES | REASON FOR LEAVING |
|  | | | | SUPERVISED BY YOU: |  |
| DESCRIPTION OF YOUR DUTIES | | | | | |
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| **28.** HAVE YOU ANY OBJECTIONS TO OUR MAKING INQUIRIES OF YOUR PRESENT EMPLOYER? YES  NO | | | | | | | | |
| **29.** ARE YOU NOW, OR HAVE TO EVER BEEN, A PERMANENT CIVIL SERVANT IN YOUR GOVERNMENT’S EMPLOY? YES NO | | | | | | | | |
| If answer is “yes”, WHEN? | | | | | | | | |
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| **30.** REFERENCES: List three persons, not related to you, who are familiar with your character and qualifications.  ***Do not repeat names of supervisors listed under item 27.*** | | | | | | | | |
| FULL NAME | | | | FULL ADDRESS | | | | BUSINESS OR OCCUPATION |
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| **31.** STATE ANY OTHER RELEVANT FACTS, INCLUDING INFORMATION REGARDING ANY RESIDENCE OUTSIDE THE COUNTRY OF YOUR NATIONALITY | | | | | | | | |
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| **32..** | HAVE YOUR EVER BEEN ARRESTED, INDICTED, OR SUMMONED INTO COURT AS A DEFENDANT IN A CRIMINAL PROCEEDING, OR CONVICTED, FINED OR IMPRISONED FOR THE VIOLATION OF ANY LAW (excluding minor traffic violations)? YES  NO  If “yes”, give full particulars of each case in an attached statement. | | | | | | | |
|  | | | | | | | | |
| **33**. Please specify from where you came to know about the job advertisement. | | | | | | | | |
| **34.** | I certify that the statements made by me in answer to the foregoing questions are true, complete and correct to the best of my knowledge and belief. I understand that any misrepresentation or material omission made on a Personal History form or other document requested by the Organization renders a staff member of the United Nations liable to termination or dismissal. | | | | | | | |
|  | DATE: | |  | |  | SIGNATURE : |  | |
|  | | | | | | | | |
| **N.B.** | | You will be requested to supply documentary evidence which supports the statements you have made above. Do not, however, send any documentary evidence until you have been asked to do so by the Organization and, in any event, do not submit the original texts of references or testimonials unless they have been obtained for the sole use of the Organization. | | | | | | |
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**TERMS OF REFERENCE**

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| **Purpose of Activity/Assignment:**  After enactment of Right to Education Act 2009 most states including Rajasthan has made considerable progress in the area of access and infrastructure in elementary education. Nearly 94% of the children get enrolled every year in primary education. 98% schools have proper building. Teacher shortage remains an issue dropout rate and attendance is a concern the Sambalan data (Year 2016) for attendance points out that average attendance is 73.1 %. DISE (2014-15) shows drop-out rate at 22 %. Most of the factors that contribute to this high dropout rate is related to smooth functioning of school and its management. Schools are unable to deliver effectively to retain the children in the school. To add to this the learning levels of children is low in the Government school. GoR conducts school monitoring to understand how many children are at age appropriate levels of learning. The latest QMT (Quality Monitoring Tool) data of 2016 shows that 70.4 % children are at age appropriate levels in primary grades. The ASER report conducted annually by an independent agency points out that in learning abilities the children of Rajasthan continuously fall behind. The last report of 2014 show that only 53% children in class 5 can read class 2 level text. Approx 83% schools are multi grade schools  Given that state has announced 75% children at grade appropriate learning outcome as the goal it is essential that quality of teaching learning processes are improved. Quality of teaching learning processes depend on two major aspects.   * ***If*** Participation of children of learning is enhanced quality of teaching learning would improve ***then*** learning will improve * ***If*** facilitation of child centered age appropriate curriculum is ensured children would participate in learning ***then*** learning would improve.   Children in a formal environment need “More Knowledge One” to facilitate and ensure constructive participation of in learning process. A teacher equipped with knowledge, understanding and skills of transacting child centered curriculum can create that enabling environment where all children participate in learning processes. All teachers come through pre-service teacher education certificate or degree course. Pre-service teacher education broadly talks about principles of education and glimpses of innovation in the field of education. Though pre-service teacher training provides opportunity for brief exposure to real classroom situation as part of internship. This classroom situation exposure cannot be considered as clearly informed and participatory exposure to practice the learning for candidates would be aspiring to become teachers. Once teachers are on board, as government teacher, in real classroom situation they find a different world altogether. Multi-grade situation with children with poor learning outcomes breaks their bookish learning of principles of education. Here they need support to deal with context of children and the school management. As the children need one facilitator as “More Knowledge One” same way teachers also need one facilitator as “More skilled One” to make them participate in reflecting their own experience of working with children to address the needs of children.  SSA and RMSA framework provides opportunity to involve teachers for 20 days in an academic/financial year in orientation programme to build their capacities. SIERT and DIETs have scope of developing cadre of teacher educator to facilitate workshops and trainings with teachers at block and cluster level. Every year thousands of teachers would participate in the block level subject based training but loads of studies have shown that these trainings did not translate into the classrooms teaching learning processes. Under school education system there is a provision of annual school plan and regular review of teaching learning plan under the leadership of school head. There are issues hampering the quality of availability of skilled teachers for children in elementary classes in the state:   * Ad-hock, multiple and repetitive training programmes for training of teachers. * Inadequate contextual support to teachers * Poor quality of teacher training * Perceived fatigue in teachers * No provision of head teacher training * No review of school plan on regular basis at school level because of poor leadership environment   *In view of improving quality of skilled teachers in schools following are the bottlenecks which need to be addressed*:   * Lack of sustainable and effective contextual supportive supervision and self-assessment system in SSA and RMS to enable teacher to enhance their performance and to create child centered activity based teaching learning processes. * Lack of appropriate system of identification and capacity building of school heads and teacher educators in SSA and RMSA to anchor block level teacher training programs, to ensure contextual supportive supervision and regular review of school plan throughout the year. * Lack of comprehensive and complementary annual work plans of SSA, RMSA, SIERT and DIETs for teacher education. * Lack of effective Teacher Education Management Information System (TEMIS) to inform contextual teacher education plan.   Rajasthan steady stride towards strengthening teacher education has shown positive trends. There has been significant shift in disposition of teachers towards child centered pedagogy and comprehensive continuous evaluation. Cluster workshops have been the crucial component of strengthening capacities of teachers on multi- level teaching methodology. Role of DIETs in preparing cadre of teacher educator to provide support to subject based cluster workshops has shown results in Dungarpur and some other districts of Rajasthan. These cluster workshops as opportunity for providing on-site support to teachers has brought shift in disposition of teachers. RMSA and SSA has taken up capacity building of principals from Adarsh Schools and head teachers of utkrisht schools in phased manner. State has recognized Dungarpur experience and based on that initiated dialogue around teacher education policy and curriculum for the in-service teacher education. UNICEF was requested to provide technical support to SIERT for the same. A three years’ teacher education curriculum was developed followed by teacher training manual and materials on two courses out of nine courses as per the teacher education curriculum. State was able to differentiate between teachers with longer experience of integrated approach of CCP-CCE and teachers who are supposed to initiate this integrated approach in classrooms. State is keen to finalise all the courses as per the teacher education curriculum. In order to strengthen the TE institutions we need to achieve the following pre conditions-   * Teacher Education Curriculum (TEC) is developed and available for teacher education * State has a cadre of 300 teacher educator at state and 6000 at district level with a clear capacity building plan for the same. * 80% of the teachers attend 80% of the trainings on stipulated training course for the given year. * At least 80% school heads participate in leadership trainings in line with TEC. * State (SIERT-RMSA-SSA-DIETs) has a comprehensive and complementary teacher education plan * At least 50% schools shows component of child centred pedagogy in elementary classes. * At least 80% officials from district and block level participate in orientation to have knowledge, understanding and skills to ensure effective teacher training * State has TEMIS to strengthen teacher education strategy as per teacher education curriculum   This TOR looks at ensuring teachers receive effective guidance and support so that they demonstrate the desired attitude and aptitude to create ethos in the schools and classroom conducive for children to be able to reflect and construct knowledge irrespective of caste, creed, religion, region, gender and social group.  To ensure the preconditions there is a need to hire a consultant who will support RMSA and SSA in the Teacher Education to address the bottlenecks mentioned above. For implementation of the comprehensive in-service curriculum the state needs constant hand holding in planning, review and monitoring and implementation of in-service teacher education curriculum. | | | | | | | | | |
| Budget Year | Requesting Section/ Issuing Office: | | Key reasons why consultancy services cannot be done by staff: | | | | | | |
| 2017 | Education | | SSA and RMSA has been pro-actively working on strengthening teacher education system and need regular support to develop concept notes and materials. Coordination between state SSA and RMSA offices has been an issue in recent times, which need a technical support to streamline the efforts. There are six different officials whom consultant would be required to be in regular touch. Staff member heading this area would be providing technical guidance in visualizing the strategy and regular review but won’t be able to provide day to day support to both the institutions with so much of intensity. Therefore it is recommended that UNICEF Jaipur office hire an individual consultant for the same. | | | | | | |
| **Supervisor:** Education specialist , UNICEF Rajasthan | | **Proposed Start Date:** | | | | **Proposed End Date:** | | **Number of Days/Months (working)** | |
|  | | 1 January 2017 | | | | 15 Dec 2017 | | 11.5 months | |
| **Work Assignment Overview** | | | | | | | | | |
| **Tasks:** | | **Deliverables/Outputs:** | | | | | **Date** | | **Budget Amount**  **(estimated)** |
| **Task 1:**  Support DOE, SSA, RMSA in the development of teacher education curriculum for elementary classes | | Concept note on rationale and strategy to review in-service teacher education curriculum | | | | | 2 months | | 30% |
| Facilitate workshops and discussions to develop and finalise content and pedagogy for in-service teacher education courses | | | | |
| Facilitate 5to 10 workshops to develop the training manual on teacher education courses | | | | |
| Facilitate workshops/discussions/meetings to orient DIETs on in service teacher education courses and training manual | | | | |
| Review the existing self-appraisal tool for teachers in the light of in service teacher education curriculum with recommendations for updating the monitoring system | | | | |
| Develop a concept note and implementation plan on Training need analysis system in line with in service teacher education system | | | | |
| **Task 2:**  Support SSA and RMSA to develop cadre of teacher educators on in-service teacher education | | Concept note developed, shared and approved by SSA, RMSA and SIERT on development of cadre of educators on in-service teacher education | | | | | 3 months | | 25 % |
| Evidence based action plan developed and approved by RMSA, SSA and SIERT to identify and select district and block wise teacher educators | | | | |
| Facilitate 3 workshops to develop materials on capacity building of teacher educators on in-service teacher education | | | | |
| Facilitate 2 workshops at state and 5 workshops at district level on capacity building of teacher educators | | | | |
| Analytical report on capacity building of teacher educators on in-service teacher education | | | | |
| Develop self-appraisal tool for teacher educators to be incorporated in web based monitoring systems of SSA and RMSA | | | | |
| Task 3  Support SSA and RMSA formulate comprehensive Teacher Education Plan in their annual work plan | | Analytical report on teacher training in view of state result statement for children in elementary classes. | | | | | 3 months | | 25 % |
| Presentations for SSA, RMSA Commissioner, teacher education in-charge on rationale for comprehensive teacher training plan | | | | |
| Facilitate discussion to design and develop draft annual work plan for teacher education | | | | |
| Facilitate two workshops for orientation of education mangers of all levels on roll-out strategy for comprehensive teacher training plan | | | | |
| Report on analysis of web based teacher appraisal format for annual work plan for in service teacher education | | | | |
| Task 4  Support SSA and RMSA on school leadership to create learning friending environment | | Concept note developed, shared and approved by SSA and RMSA on rationale of school leadership development programme | | | | | **3 months** | | 20% |
| Framework and action plan developed, shared and approved with clear milestone to roll-out school leadership develop programme | | | | |
| Facilitate three workshops to develop learning materials on school leadership | | | | |
| Draft hand book for school leaders developed and shared with state | | | | |
| Facilitate two workshops with key resource persons on schools leadership | | | | |
| **Terms of payment**  **Deliverable payment of fees, inclusive of travel allowances, upon completion and submission of reports** | | | | | Payment, upon completion of each deliverable according to schedule.  Payment, upon completion of all deliverables at the end of assignment.  Fee advance, percentage (up to 30 % of total fee) | | | | |
| **Minimum Qualifications required:** | | | | **Knowledge/Expertise/Skills required:** | | | | | |
| Master’s Degree in Social Sciences, Education or related subject | | | | **Work Experience:**   * At least five years of professional work experience on Education , * At least two years’ work experience in teacher education will be an added advantage * Previous experience working with State/ Government experience with UN will be added advantage * Language skills required e.g. spoken and written fluency in Hindi with working knowledge of English * Is aware of the State programmes for education specially girls education , aware of the education scenario in Rajasthan * Good, communication and advocacy skills, report writing skills, work experience in Rajasthan added advantage   Computer knowledge required  **Languages:** Fluency in English and Hindi.  **Critical Competencies:**  Technical   * Ability to communicate clearly ideas and concepts both oral and written * Proven ability to conceptualize, innovate, plan and execute ideas and systems. * Ability to plan, coordinate and manage multi activities and adjust to changing priorities. * Ability to organise, manage and participate within teams. * Ability to organize and implement training aimed to building capacity. * Ability to analyze data, identify bottlenecks to improve systems and provide recommendations * Good interpersonal skills to ensure effective working relationship with partners and colleagues. Sensitivity to partner’s needs and expectations, maintaining open communications. | | | | | |

**TECHNICAL EVALUATION CRITERIA**

**Consultant Teacher Education**

1 | Educational Qualifications 20 Marks

2 | Relevant Experience 35 marks

3 | Expertise 30 Marks

4 | Language 5 Marks

5 | Experience in Bilateral/International/UN agencies 10 Marks

* Total Score should be 100.
* Minimum overall qualifying score should be 70.

**Financial Bid**

**INDIVIDUAL CONSULTANT FOR Teacher Education (UNICEF Jaipur)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Major Tasks** | **Deliverable (s)** | **UNICEF Estimate** | | **Consultant's Proposal** | |
| **Estimated deadline for completion of deliverable (please mention as days/months)** | **Estimated travel required for completion of deliverable (please mention destination/ number of days)** | **Complete timeframe for deliverable** | **Cost (INR)**  (All inclusive i.e. professional fee, travel, DSA, communication, etc.) |
| **Task 1:**  Support DOE, SSA, RMSA in the development of teacher education curriculum for elementary classes | 1. Concept note on rationale and strategy to review in-service teacher education curriculum 2. Facilitate workshops and discussions to develop and finalise content and pedagogy for in-service teacher education courses 3. Facilitate 5to 10 workshops to develop the training manual on teacher education courses 4. Facilitate workshops/discussions/meetings to orient DIETs on in service teacher education courses and training manual 5. Review the existing self-appraisal tool for teachers in the light of in service teacher education curriculum with recommendations for updating the monitoring system 6. Develop a concept note and implementation plan on Training need analysis system in line with in service teacher education system | Two months | 10 days |  |  |
| **Task 2:**  Support SSA and RMSA to develop cadre of teacher educators on in-service teacher education | 1. Concept note developed, shared and approved by SSA, RMSA and SIERT on development of cadre of educators on in-service teacher education 2. Evidence based action plan developed and approved by RMSA, SSA and SIERT to identify and select district and block wise teacher educators 3. Facilitate 3 workshops to develop materials on capacity building of teacher educators on in-service teacher education 4. Facilitate 2 workshops at state and 5 workshops at district level on capacity building of teacher educators 5. Analytical report on capacity building of teacher educators on in-service teacher education 6. Develop self-appraisal tool for teacher educators to be incorporated in web based monitoring systems of SSA and RMSA | Three months | 15 days |  |  |
| Task 3  Support SSA and RMSA formulate comprehensive Teacher Education Plan in their annual work plan | 1. Analytical report on teacher training in view of state result statement for children in elementary classes 2. Presentations for SSA, RMSA Commissioner, teacher education in-charge on rationale for comprehensive teacher training plan 3. Facilitate discussion to design and develop draft annual work plan for teacher education 4. Facilitate two workshops for orientation of education mangers of all levels on roll-out strategy for comprehensive teacher training plan 5. Report on analysis of web based teacher appraisal format for annual work plan for in service teacher education | Two months | 10 days |  |  |
| Task 4  Support SSA and RMSA on school leadership to create learning friending environment | 1. Concept note developed, shared and approved by SSA and RMSA on rationale of school leadership development programme 2. Framework and action plan developed, shared and approved with clear milestone to roll-out school leadership develop programme 3. Facilitate three workshops to develop learning materials on school leadership 4. Draft hand book for school leaders developed and shared with state 5. Facilitate two workshops with key resource persons on schools leadership | Three and half months | 17 days |  |  |
| **TOTAL AMOUNT IN RUPEES** | | | | | |

*Shaded area to be filled in by consultant*

**Name of the Bidder:**

**Address:**

**Contact no.:**

**Email address:**

**Date :**