पत्रांक 20 / फ़िल्ड 01-03 / 2013...................2.52

शिक्षा विभाग, बिहार

प्रेषक,
अखिलेश्वर कुमार पांडेया,
निदेशक (सीधा एवं प्रशिक्षण)

सेवा में,
सभी अध्यापक शिक्षक,
राज्य शिक्षा शोध एवं प्रशिक्षण परिषद,
ग्येबुंह, पटना।

राजकीय अध्यापक शिक्षा महाविद्यालय,
जिला शिक्षा एवं प्रशिक्षण संस्थान।

पटना, दिनांक 26/4/2013

विषय : संयुक्त राज्य अमेरिका के विभिन्न विश्वविद्यालयों में अध्यापक शिक्षकों के प्रशिक्षण कार्यक्रम के संबंध में।

महाशय,

उपर्युक्त विषय के संबंध में कहना है कि मानव संसाधन विकास मंत्रालय, भारत सरकार से प्राप्त पत्र में अंकित किया गया है कि देश के 100 अध्यापक शिक्षकों को संयुक्त राज्य अमेरिका के विभिन्न विश्वविद्यालयों में प्रशिक्षण दिया जाना है, जिनमें बिहार से कुल 17 अध्यापक शिक्षकों का नाम चयन कर भारत सरकार को भेजा जाना है। भारत सरकार से प्राप्त पत्र एवं मार्गदर्शिका को विभागीय वेबसाइट पर अपलोड कर दिया गया है, जिसे डाउनलोड कर ब्यवहार में लाया जा सकता है।

अतः अनुरोध है कि पत्र के साथ संलग्न मार्गदर्शिका में निर्धारित नियमों के आलोक में विभिन्न प्राप्त पत्र में आवेदन दिनांक 05.05.2013 तक विभाग में उपलब्ध कराने की कृपा की जाय।

विश्वासभाजन

(अखिलेश्वर कुमार पांडेया)
निदेशक (सीधा एवं प्रशिक्षण)

S-20 Letter New 560
D.O. No. 45-8/2010-EE.9

Dated the 3rd April, 2013

I am happy to share with you that USAID has agreed to provide fellowships to 100 teacher educators from the eastern and NER States from this September onwards. The fellowship includes around 3 months attachment with a selected US university with a track record in teacher education/ school education. As part of the fellowship, the selected candidates will be expected to write a long essay on what is their vision for teacher education in their State and how would they like to take it forward on return from the fellowship. We hope this would be useful for the States.

2. Accordingly, I am enclosing herewith a document outlining the selection criteria for the fellowship. We shall appreciate if you choose the best available teacher educators in the State for this fellowship. The idea is that these people should provide the core team for strengthening teacher education in the State. It fits in with the overall strategy of the Teacher Education Project under which projects for strengthening teacher education are being sanctioned in your State. The selected people should have a track record of excellence and be very familiar with the State developments and plans for teacher education, findings of the Review Mission and should have at least 10 years of service left.

3. All going well, we hope to send the first batch to US in September, 2013. It is proposed to orient the selected teacher education experts from your State for 15 days in Delhi to hone their ICT skills, update them on the latest evidence base in teacher education, build capacity for research for writing the long essay as well as to make them fully aware as to how best they could use this opportunity. They could also use this time to prepare their travel documents.

4. I am therefore, to request you to select the number of candidates from your State as per the table in the attached document ensuring there is a mix of professionals from SCERTs, CTEs, DIETs and IASEs by 15th of May, 2013. I shall appreciate if you could give your personal attention to this important issue to ensure the best people are selected for this fellowship. Please do not hesitate to write should you need any clarifications in this regard.

With regards

Yours sincerely,

Shri Amarjeet Sinha
Principal Secretary
Pry. & Adult Education Department,
Govt. of Bihar, New Secretariat,
Patna-800015

( Amarjit Singh)
Capacity Building of Teacher Educators
Indo-US Collaboration

1. The Ministry of Human Resource Development (MHRD) of the Government of India (GOI) has embarked upon an initiative for a comprehensive re-structuring of the teacher education system. The re-structuring focuses on integrating teacher education with overall education development in the states that promotes reflective practice, contextualization, inclusion, multi-cultural approach in a rights based approach. MHRD recognizes that capacity-building of teacher educators is essential for the transformation being planned to achieve a measurable enhancement in the performance of teachers and students.

2. The present proposal involves study trip for teacher educators to expose them to the talent, methodologies, and expertise offered by teacher training and school systems in the United States (U.S.). It is expected that these teacher educators will abstract from these practices and methodologies and evolve reforms in the Indian context. The U.S. Schools of Education (SOEs) are active stakeholders in the U.S. school system, engaged in activities ranging from K-12 curriculum development, classroom practices, materials development, assessment, teacher training and continuing professional development of K-12 teachers. Therefore, teacher educators from India will benefit from learning from their U.S. counterparts how teacher education can and should lead to concrete improvements in K-12 education, and how school teachers can be effectively mentored. These new skills will help improve curriculum and materials development, teaching practices of teachers, student assessment, and ultimately lead to improved learning among students in schools.

3. The Programme is approved only for the Eastern and North-Eastern States which have the highest number of untrained teachers in the system and the least technical and financial resources.

4. MHRD proposes to select 100 teacher educators from DIETS, CTEs, IASEs with at least 2 years experience as teacher educators and who have 10 years or more of service left. MHRD will select teacher educators through a rigorous process using three main criteria

- Academic/administrative: core competency in a discipline, ability to conceptualize and abstract from experiences and readings, capacity for reflective action.
- Leadership: engagement with schools, teachers, students and communities.
- Basic fluency in written and spoken English and ability to use internet, good written and oral communication skills.

At least 50% of the candidates will be women. In addition, teacher educators from the marginalized communities of India such as the Scheduled Castes, Scheduled Tribes, minorities, and persons with disabilities will be proportionally represented.
5. Each State may also include one education department official who is intimately involved with the sector for at least 10 years and will remain in education sector. It will not be open to PCS or IAS officers.

6. The Study Visit award will be in proportion to the number of elementary students in the State. Within a State the distribution between SCERT, DIET, CTEs should be according to the number of teachers in each category within a state.

7. The selected teacher educators would go through a training programme in Delhi, which would be a mix of computer training, latest concepts in teacher education and making the selected candidate think about the project which they are expected to write. It will also have a component on the use of libraries mentored by a former Chief Librarian of British Council Library. This will be followed by a three month study trip to a University School of Education in USA.

8. Through around three month customized training program for teacher educators offered in the U.S., and designed by faculty from U.S. SOE in consultation with their Indian counterparts, the capacity of teacher educators will be enhanced. The teacher educators will attend the course in two batches of about fifty (50) each with one batch beginning the course in September 2013 and the second in September 2014. As part of the training program, each teacher educator will also prepare a long essay which sets forth a clear proposal for reform of a specific area of teacher education in his/her State. This proposal will be developed and refined with support from the U.S. SOEs. These proposals will be presented to the MHRD, which will encourage the respective States to implement them. The Indian teacher educators are expected to implement their new skills and knowledge in their classrooms, resulting in better-trained, higher quality teachers who have the capacity to address many of the challenges facing school education in India and help improve student learning outcomes. It is expected that an effective model will be developed that the MHRD will be able to replicate in various states and teacher education institutions in India, combining its own resources and the resources leveraged from private sector stakeholders.

9. **Course for Teacher Educators**

   Broadly, the three to five month course in the U.S, SOE will comprise:

   - One core course in elementary teacher education (language education/science and mathematics education/curriculum and instruction/ psychology /sociology/ learning/research/other relevant course).
   - Study visit to K-8 schools, including to those attached to the School of Education.
   - Participation in workshops related to school level reform initiatives that the SOE is a part.
   - Participation in research colloquia of the SOE.
   - Observation of pre-service teacher education classrooms.
   - Observation of in-service teacher education classrooms.
   - Shadowing of teacher trainees and teacher educators.
   - Study of materials used by teachers, trainee teachers and teacher educators.
   - Study of assessment mechanisms in teacher and school education.
   - Development of a long essay which sets forth a clear proposal for reform of a specific area of teacher education in his/her State.
10. **Course for Education Officers**

The administrators will visit the U.S. SOE for a shorter period (two weeks). Broadly their training/orientation will comprise:

- Introduction to the school and teacher education system, administration, management and evaluation.
- Observe the teacher educator course work.
- Orientation to the planning aspects of school and teacher education.
- Orientation to Standards in school and teacher education.
- Study of policies related to school and teacher education.
- Orientation to professional networks for teachers and teacher educators.
- Organization of libraries, ICT and learning resources.
- Orientation to the mentoring process for teachers and teacher educators.
- Orientation to teacher assessment practices.
- Orientation to any innovative program or policy formulation the SOE is currently involved in.
- Orientation to systems in place for inclusion and child care and protection.

11. **Stay and support**

The U.S. SOE will make comfortable but modest stay arrangements (on-campus or near campus such that free shuttle services can be availed) for these two batches (one starting Sept 2013 and the other starting Sept. 2014) and food arrangements (all meals) for these two batches for the duration of their stay. The U.S. SOE will also provide an orientation on computer skills to the participants, e.g., an introduction to power point presentations, the internet, various search engines, and other information technology mechanisms commonly used in U.S. universities such as Skype. The U.S. SOE will also be responsible for provision of laptops for the duration of the course, setting up designated websites for the teams, video-conferencing, and facilitating for the participants the use of other virtual systems commonly used by the U.S. SOEs. The participants should be able to access and use these systems during the course and upon their return to India.

12. **Study Visit Award States**

**I. North-Eastern States:** Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura

**II. Eastern States:** Bihar, Chattisgarh, Jharkhand, Odissa, Uttar Pradesh, Uttarakhand, West Bengal
## State-wise distribution of Study Visit Award:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>State</th>
<th>Elementary Child Population</th>
<th>Study Visit Award in Proportion to children in elementary stage in each State</th>
<th>IASE</th>
<th>DIET</th>
<th>CTE</th>
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</table>

### 13. Selection Modalities:

1. All teacher educators in IASE, SCERT, CTES, DIETs with the requisite qualifications as prescribed by NCTE and who have 10 years of service left and who fulfil the requirements under are eligible for the Award.

2. Interested Candidates may fill the Application Form A and have them forwarded by the competent authority through proper channel not later than June 1, 2013. Applications received beyond this date will not be considered.

3. Each State may appoint a Teacher Educator Study Tour Selection Committee comprising of:
   - Secretary in charge of Teacher Education
   - Dean of State University Department of Education
   - Director, SCERT
   - Head, IASE
   - Eminent Educationist of the State nominated by Secretary, Education
4. The Selection Committee shall scrutinize the applications and on the basis of merit, forward three candidates for each Study Tour Award for which the State is eligible. These shall be forwarded to the MHRD not later than 30 July, 2013.

5. The MHRD will make the final selection of candidates for the Study Tour.

6. The candidates will undertake the study tour in two phases. In the first phase, candidates will be expected to take part in a 3 week orientation program prior to the visit and leave for the USA in September 2013. In the second phase, candidates will be expected to undertake the orientation program and leave for the visit in January, 2014.

7. The Education Officer shall be nominated by the Secretary Education based on his/her experience and abilities to lead teacher education reforms in the State.
PROFORMA FOR APPLICATION FOR SAVITRIBAI PHULE NATIONAL AWARD FOR TEACHER EDUCATORS

PART-A

One passport size photograph duly attested on back side by any Gazetted Officer of Town, Tehsil or District be attached in separate envelope.

Teacher-Educator’s Profile:

A. Personal:

1. Name (in Block letters):
2. Father’s name:
3. Mother’s name:
4. Date of birth:
5. Sex:
6. Residential address (with PIN code):
7. Permanent address (with PIN code):
8. Contact: a- mobile phone, b-phone, c-email,

B- Academic qualifications:

<table>
<thead>
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<th>Subjects</th>
<th>Marks</th>
<th>Board</th>
<th>Year</th>
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<tr>
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<tr>
<td>Diploma</td>
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<td>Degree</td>
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<tr>
<td>Hobbies</td>
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<tr>
<td>Recognition/Awards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(In case of Doctorate/M.Phil etc. mention Research Topic etc.)
C- Professional Profile:

1- Designation (in block letters):
2- Name of organization:
3- Address of Organization:
4- Date of first joining:
5- Date of joining at present assignment:
6- Present age
7- Date of superannuation:
8- Any extension has been given, if yes, please specify (with documentary proof)
9- Total service (in years):
10- Total Experience
   a- Teaching:
   b- Administrative:
   c- Any others:
   Total (in years and months):

D: Contribution to Teacher Education

An overview of assignments during over the last five years focusing on maximum three outcome-oriented work/achievements that contributed qualitatively to your area of work (500 words).

E: Social Contributions:

E.1. Working with children of the underprivileged
E.2. Girls' education
E.3. Working with community
E.4. Any other

F: Ability in ICT:

F.1. Basic Knowledge of computing
F.2. Integration of ICT in class-room and other pedagogic practices, Trainings etc
F.3. Special project, if any, (please detail in 10 lines)

H. Capacity Building and exposures;
   a. Trainings (during last 05 years)
   b. 
   c. 
   d. 
   e. 
H.2. Exposure visits (during last 05 years)

I. Research and documentation/publications etc. (please mention in individual capacity or being part of some team in institutional capacity, within or outside your institution)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Title</th>
<th>Published by</th>
<th>Year</th>
<th>ISSN/ISBN</th>
</tr>
</thead>
</table>

I.1. Membership in Libraries/Resource Centres/Associations
I.2. Books read in last 06 months:

J. ANY OTHER RELEVANT DETAILS OR ACHIEVEMENTS.

K. Any disciplinary proceedings:
   1. Departmental
   2. Criminal

Signature of the applicant

Name:
Date:
Place:
PART B

General assessment by the Head of the Institution.

L.1. Does the teacher-educator command respect among the student-trainees?

L.2. Is he/she able to maintain discipline among the trainee-students and has evidences of supporting teachers/teachers-trainees during and outside class-room?

L.3. Does the teacher-educator maintain good inter-personal relationship with fellow-teachers?

L.4. If he/she held in high esteem by in-service teachers, teachers-students and particularly in community?

L.5. What is the extent of participation of the teacher-educator in activities of academic activity?

Signature of the Head

Name
Date
place

Part C

Assessment by the State Selection Committee

Name of the State:

The State Selection Committee has scrutinized the application of .................................. deliberated on the suitability of the candidate for the ..................................... award under Category ....

The committee hereby recommends/not recommends the forwarding of the name of the Candidate to the State Selection Committee for consideration of the above mentioned Award.

Signature:

Members of the State Selection Committee:

Chairperson, State Selection Committee
Part D

Assessment by the Central Selection Committee

The Central Selection Committee has scrutinized the application of 

........................................................................, of the District of ................., State of 

........................................................................deliberated on the suitability of the candidate for the 

........................................................................award under Category ....

The Committee hereby recommends/not recommends the forwarding of the name of the Candidate to the MHRD for the above mentioned Award.

Signature:

Members of the Central Selection Committee:

Chairperson, Central Selection Committee

........................................................................

13. Selection at the Central level

The Central Selection Committee shall scrutinize and sift the recommendations of the State Award Committee and recommend the requisite names to the MHRD.

14. Final Selection for Awards
The final selection will be made by the Union Government.

........................................................................